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SCHOOL LIFE



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IN THIS ISSUE



School Books of Yesterday and Today • Educational Pioneering in Alaska • Sesqui-centennial Anniversary • Poland's Polytechnic Institute • Nursery Schools in 1936. Financing Dormitory Construction • Vocational Summary • Educational News

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UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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WRITE TO:

The Office of Education,
U.S. Department of the
Interior, Washington,
D. C., for published
information on—

Nursery-Kindergarten-
Primary Education

Elementary Education

Secondary Education

Colleges and Professional
Schools

School Administration

School Finance

School Legislation

Exceptional Child
Education

Rural School Problems

School Supervision

School Statistics

School Libraries

Agricultural Education

Educational Research

School Building

Negro Education

Commercial Education

Homemaking Education

Radio Education

Native and Minority
Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Comparative Education

Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



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Almost Christmas Again?



ONE of the strangest things about Christmas is how very, very often it seems to come around. There is a secret to this, we are told, like there is always a secret to Santa Claus.

Take a day instead of a year, for example. When a full and busy day is done we often say, "How fast this day has gone!" It seems but a little while since morning and yet it is evening. On the other hand, when activity and fullness of effort, and challenge, have for any reason been lacking, we feel, even if we do not say it to others, "How long this day has seemed!" The actual working hours may have numbered the same for each of the two contrasting days. It was the challenge, the interest, the demands, the opportunities for service, that had been different.

Years, like days, seem long or short in keeping with their activity and usefulness. Fill a year with fitting action and that year seems short in retrospect.

Perhaps in this is the secret to the life of a real teacher. The days are so full of opportunity, so rich in service, so vital in influence. How could the day spent with youth seem long? How could the year given to the art of teaching be but the briefest span, far too short to accomplish one's full desire?

And so it is almost Christmas again! To you who serve in that "grand army" of teachers, we can think of no better wish for you than that last year's Christmas may *seem* but yesterday, and that next year's Christmas may *seem* to follow closely on its heels. This is only another way of wishing you joy in your work. For what can give greater joy than service?

* * * * *

Again, I wish you a Merry Christmas and a Happy New Year.

J. H. Studdchake

Commissioner of Education.

SCHOOL LIFE Extends Best Wishes For

A Merry Christmas and a Happy New Year

to its many readers

Educators' Bulletin Board



New Books and Pamphlets

Citizenship Education

Our Constitution. Vol. 2, no. 1 of Building America, a photographic magazine of modern problems, issued by the Society for Curriculum Study, Inc., 425 West One Hundred Twenty-third Street, New York.

28 p. illus. 30 cents, single copy.

A study of the Constitution, historical background and contemporary problems, with much pictorial material; a teacher's guide is available.

Presidents of our United States, by L. A. Esler. Chicago, Rand McNally & Co., 1936.

64 p. illus. 10 cents.

A full-page portrait of each president and a brief historical sketch.

The Constitution of our United States; also the Declaration of Independence and Lincoln's Gettysburg Address. Chicago, Rand McNally & Co., 1936.

64 p. illus. 10 cents.

The text of the three documents with historical narrative and list of dates.

For School Libraries

The Comparison of Encyclopedias, by Laurance H. Hart. 6th ed. 1936. 25 cents, single copies. (From L. H. Hart, 21 Forest St., Cambridge, Mass.)

A chart 11 by 17½ inches presents the main features of 26 encyclopedias, with critical comments, as an aid for selection.

Enoch Pratt Free Library, Baltimore, Md., offers a new edition of its Poetry Broad-sides, 17 by 22 inches, printed in beautiful typography, black and white illustrations on heavy paper of various tints. The library will send a checklist and order blank to any school or library interested:

10 cents each plus cost of shipping and mailing (minimum, 6 for \$1.00).

Guidance

Occupational Studies, a series of pamphlets issued by the National Occupational Conference, 551 Fifth Avenue, New York, 10 cents each.

Appraisals and abstracts of the available literature of various occupations, with annotated bibliographies. Titles include: Auto Mechanics, Banking, Beauty Culture, Bookkeeping, City and County Management, Dental Hygiene, Dietetics, Electrical Installation and Maintenance in Buildings, etc.

Art Education

The Federated Council on Art Education. Report of the Committee on Art Education in the High Schools of the United States. New York, Federated Council on Art Education, 745 Fifth Avenue, [1935].

134 p. 60 cents.

Part one of a survey of art education in high schools

A New Federation Development, Exhibition Service for museums, colleges, libraries, art associations, clubs, high schools, season 1936-37. The American Federation of Arts, Barr Building, Washington, D. C.

36 p. \$1.

A handbook listing art exhibitions available for circulation.

Parent Education

Parent Education Guidebook, compiled by Dr. Ada Hart Arlitt. Washington, D. C., National Congress of Parents and Teachers, 1201 Sixteenth Street, NW., 1936.

30 p. 10 cents.

Discusses basic principles governing the organization and conduct of parent education study groups; prepared for local parent-teacher associations throughout the United States.

Tenure

A Handbook on Teacher Tenure, Washington, D. C., Research Division of the National Education Association, 1936.

p. 167-194. (Research bulletin of the National Education Association, vol. xiv, no. 4, Sept. 1936.) 25 cents.

A study of teacher tenure in the United States with a section on teacher tenure in foreign countries.

Elementary Science

The Earth's Neighbors, by Herbert H. Wheaton. Sacramento, Calif., State Department of Education, 1936.

28 p. illus. (Science Guide for Elementary Schools, vol. 3, no. 2) 15 cents.

Presents a series of projects in astronomy for pupils of the intermediate or upper grades.

SUSAN O. FUTTERER

Recent Theses

A list of the most recently received doctors' and masters' theses in education,

which may be borrowed from the library of the Office of Education on interlibrary loan.

BASSETTE, PHOEBE E. A study of the economic condition of Negro teachers in the rural elementary schools of Virginia. Master's, 1936. Hampton Institute. 41 p. ms.

BELL, VIOLA M. Chemistry used in foods and nutrition courses. Doctor's, 1935. Ohio State University. 84 p.

BOLZAU, EMMA L. Almira Hart Lincoln Phelps, her life and work. Doctor's, 1934. University of Pennsylvania. 534 p.

BOYNTON, BERNICE. The physical growth of girls: a study of the rhythm of physical growth from anthropometric measurements on girls between birth and 18 years. Doctor's, 1935. University of Iowa. 105 p.

DOWELL, ANITA S. Physical disability of teachers in the white elementary schools of Baltimore, Md. Doctor's, 1934. Johns Hopkins University. 98 p.

GREEN, ETHEL D. High school law course and how to vitalize it. Master's, 1934. Boston University. 308 p. ms.

HANN, GEORGE D. Administration of the school and community health program of Clinton, Okla. Master's, 1935. University of Oklahoma. 144 p. ms.

HUMPHREYS, JOHN E. Study of the personnel of the rural school boards of Kansas. Master's, 1936. University of Kansas. 108 p. ms.

JAMISON, ROY S. Historical fiction as an aid in the development of superior attitude and achievement in American history. Master's, 1935. Pennsylvania State College. 41 p. ms.

KRISHNAYYA, STEPHEN G. Rural community and the school: the message of Negro and other American schools for India. Doctor's, 1933. Teachers College, Columbia University. 161 p.

MULHERN, LOUISE. Motivation in the teaching of commercial subjects. Master's 1934. Boston University. 128 p. ms.

NEVLAN, EDITH E. Building and use of objective tests in high-school economics. Master's, 1933. Boston University. 85 p. ms.

O'CONNELL, FLORENCE M. Present-day methods of teaching economic geography. Master's, 1934. Boston University. 239 p. ms.

O'DOWD, REV. JAMES T. Standardization and its influence on Catholic secondary education in the United States. Doctor's, 1935. Catholic University of America. 150 p.

OERTEL, ERNEST E. Toward a new philosophy in educational administration. Doctor's, 1936. Teachers College, Columbia University. 182 p.

PEDERSEN, AXEL H. Study of teachers' meetings in North Dakota secondary schools. Master's, 1935. University of North Dakota. 83 p. ms.

PHARES, EARL E. Self-rating scale for high-school principals. Master's, 1934. Kansas State Teachers College of Emporia. 34 p.

PUGH, GERALD G. Education in farm-school institutions. Doctor's, 1936. Teachers College, Columbia University. 135 p.

WILSON, THEODORE H. The 4-year junior college. Doctor's, 1936. Harvard University. 541 p. ms.

WOODS, DAVID S. Financing the schools of rural Manitoba. Doctor's, 1935. University of Chicago. 261 p.

RUTH A. GRAY

School Books of Yesterday and Today



THE TEXTBOOK collection of the Office of Education library is a most unique feature of the library. It has reached considerable size and importance, as it has been growing consistently for a number of years. Due to the foresight of early administrators the project was started almost at the beginning of the library because they believed that a most interesting part of an education library would be the textbooks used in the schools from early days to the present time.

It is the purpose of the present administrators to continue to build up this collection and to make it as complete as possible. Especially is it desirable to secure as many of the early American textbooks as possible, because these books are becoming increasingly scarce each year. Modern textbooks are coming in regularly, and that part of the collection is growing rapidly.

We shall endeavor here to show something of the scope of the textbook collection, how it is growing, its value to research workers in the textbook field who are studying the development that has taken place in producing textbooks, and its value to teachers, graduate

Martha R. McCabe, Assistant Librarian, Describes the Unusual Textbook Collection Developed Over a Period of Years by the Office of Education Library

students, and school men generally who are interested in examining modern textbooks in order to select for their own purposes outstanding examples of the craft, and the output in textbooks for different levels and in different subject fields. For comparative purposes an exhibit of old and new books is always profitable, and to see these together is often most enlightening.

We call this part of the library a "Museum of Textbooks." In order to make it in reality a museum it has been the plan for years to segregate it as a special collection, arrange the books by subjects, i. e., readers, arithmetics, geographies, etc., and according to date. In this way it will be easy to see at a glance changes and developments that during the years have taken place in size, paper, type, contents and treatment, illustrations, binding, etc., so that "he who runs may read." This collection

will be a permanent museum exhibit, and research workers in the history of education in all its phases, and others interested in rare old books, may spend many profitable hours looking it through.

There will eventually be some duplicates in this collection; until the textbooks have all been cataloged we will not know just how many; but the plan includes a duplicate collection that may be used more freely than the museum copies, which, because of their rarity and their frailty, should not be handled to the extent that a duplicate collection may be. In this way the service can be much increased.

Its pathway difficult

The textbook collection has come through hazardous days. It has survived many moves from building to building and room to room, the fate of many libraries. It has spent many months in



boxes when the library was in cramped quarters and had not space for shelving all the books; therefore, the old textbooks remained in seclusion. It has peered from the shelves of the old Pension Building; it has existed in the gloom of the basement of the Interior Building where it was sent after the crowding of that building began, and where it had to be protected from leaking water pipes and other dangers. It has another move to make in the near future to the more extensive quarters in the new Interior Building, where there will be room for the little textbooks, and where the collection may grow more rapidly and better fulfill the hopes and expectations of its founders and friends.

The books in the textbook collection have the classification used in the Library of Congress scheme, but in addition to the book number the letters "L T" have been placed above the other symbols. A geography by Huntington which would have the book number G 125, H 9, has therefore the symbol L T, G 125, H 9, identifying the book as belonging to the textbook collection of geographies.

To state that a collection consists of so many thousand books does not mean much to the reader, but it does mean a great deal to one who is figuring how many stacks and shelves it will take to hold it, how many catalogers will be required, and how long it will take to catalog it. It is estimated that the textbook collection numbers upwards of 25,000 books. Most of these are for the public schools, elementary and secondary, but a considerable number are college texts. The old textbooks were not des-

igned for certain grades, but only "for beginners" or "for advanced" pupils.

Arithmetics

Beginning with arithmetics, we find a goodly representation of old ones published in the United States, and since those were the books used by the early Americans, we confine our list to them for the most part. One of the earliest was the "New complete system of arithmetic", by Nicholas Pike. This was a popular text and was given flattering testimonials by George Washington and other notables; we have several editions of this arithmetic, dated from 1788 to 1798. District school pupils, especially the girls, "ciphered through only the four fundamentals of addition, subtraction, multiplication, and division, usually with short excursions into vulgar fractions",¹ and it was said that one who was able to "cipher through Old Pike was to be accounted a prodigy." Other writers of arithmetics represented in this collection were: Ezekiel Little, *The Usher, Comprising Arithmetic in Whole Numbers*, 1799; John Vinall, *The Preceptor's Assistant*, 1792 (this arithmetic was dedicated to John Hancock and contains his autograph); Caleb Alexander, *A New and Complete System of Arithmetic*, 1802; Thomas Dilworth, the old reliable and popular writer of spellers, also wrote arithmetics and is here represented by several editions of *The Schoolmaster's Assistant, a Compendium of Arithmetic*, dated 1802, 1804, 1806; W. M. Finlay, *The Arithmetical Magazine*, 1803; Michael Walsh, *A New System of Mercantile*

¹ Clifton Johnson: *Old-Time Schools and School Books*.

Arithmetic, editions of 1801, 1804, 1807, 1814, 1822, and 1825; Nathan Daboll, *The Schoolmaster's Assistant, Being a Plain, Practical System of Arithmetic*, is here in editions of 1811, 1814, 1817, 1818, and 1825; Robert Gibson, *A Treatise on Practical Surveying*, and dated 1790 and 1803; John Bonnycastle, *The Scholar's Guide to Arithmetic*, 1818.

For arithmetics used by American children, but published abroad, we have Edward Cocker's "Arithmetic, being a plain and familiar method suitable to the meanest capacity, for the full understanding of that incomparable art, as it is now taught by the ablest schoolmasters in city and country", which was published in Edinburgh in 1760; John Mair, *Arithmetic, Rational and Practical*, printed in London by Sands, Murray, Cochran, 1766; and Mr. Edmund Wingate's *Arithmetick, containing a plain and familiar method for attaining the knowledge and practice of common arithmetick*, a very old ninth edition, published in London in 1694, and in 1735, and 1760. The library copy of the 1694 edition, with its old leather binding, is still, after 242 years of existence, in fair condition.

Spellers

An equally interesting group of old spellers contains the following: George Fisher, *The Instructor, or, Young Man's Best Companion, containing spelling, reading, writing, and arithmetic*, was published in London in 1757. Benjamin Franklin has given the world many books, among them *The Franklin Spelling Book*, published at Wilmington, Del., in 1822, and chronicled as a popular speller; Noah Webster's old blue-backed speller is here in two editions. It was first entitled "The American Spelling Book", dated 1816; then *Webster's Old Spelling Book*, 1817; and *The Elementary Spelling Book*, being an improvement on *The American Spelling Book*, dated 1857. These are bound in blue paper-covered pasteboard, and are spoken of as the "blue-backed spellers."

We find numerous other famous old spellers mentioned by Clifton Johnson, in our collection, among them: William Perry, *The Only Sure Guide to the English Tongue*, or, *Perry's New Pronouncing Spelling Book*, 1818 and 1824; A. Pickett, *The Juvenile Spelling Book*, 1821; and David B. Tower, *The Gradual Speller and Complete Enunciator*, 1848.

Geographies

We are fortunate in possessing some of the oldest geographies written in this country. Perhaps the oldest writer of



Mr. Wingate's arithmetic published in London, 1694.



The Malte-Brun geography of Samuel G. Goodrich, 1835.



New England Primer, 1843.



Webster's old blue-backed speller, 1857.

geographies was Jedidiah Morse, and he is represented here by *Geography Made Easy*, 1807, and *A New System of Geography, Ancient and Modern*, the oldest edition being that of 1797. There were no illustrations in the earliest editions, and but two maps; Nathaniel Dwight, *A Short But Comprehensive System*, editions from 1806 to 1812; Elijah Parish, *A New System of Modern Geography*, 1807; Emma Willard wrote a geography entitled "*Geography for Beginners*", 1829; Samuel G. Goodrich, wrote *A System of School Geography, Chiefly Derived from Malte-Brun*, in 1835, and also the Peter Parley books including histories and geographies. We are showing an illustration from the book *Peter Parley's Method of Telling About Geography to Children*, published in 1844. Think of a geography having no pictures, and compare with the present-day types which have several pictures on practically every page!

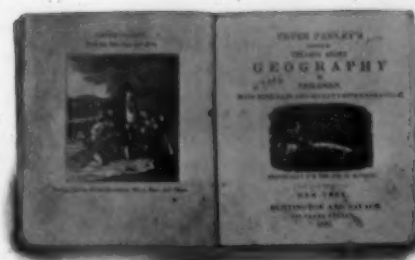
Primers and readers

The New England Primer is here in two or three editions. None of these is the earliest edition, which is so rare as to be found only in the largest libraries. This library possesses an 1843 edition in good condition. It seems strange to find that the early primers contained all kinds of religious information, and originally a "primer" was a book of private devotions, containing, as did the New England primer, the Ten Commandments, the Lord's prayer, Psalms, etc. Other readers found here are: Asa Lyman, *The American Reader*, containing elegant selections in prose and poetry, 1811; J. Hamilton Moore, *The Young Gentleman and Lady's Monitor and English Teacher's Assistant*, 1813; between the pages of this small book are found samples of old wall paper, cotton dress goods, and a sentimental motto. Lindley Murray wrote readers as well as grammars, a number having the dates 1814 to 1824; one of the oldest readers is that of John Wood, *Mentor, or, the American Teacher's Assistant*, dated 1795.

McGuffey Readers

No collection of textbooks is complete without its quota of McGuffey readers. This collection has a number, none of them being an oldest edition; no editions before 1836 exist outside of two or three notable collections, we are informed, and while our collection of *McGuffiana* is not notable, it contains many interesting examples without which the museum would be sadly lacking. The first and

(Concluded on page 120)



Peter Parley's Geography, (Samuel G. Goodrich) 1844.



An old McGuffey "new first reader", published in 1857.



The Instructor, by George Fisher, Accomptant, published in 1785.



A good example of "fly-leaf scribbling" in American popular lessons, by Mrs. Barbould and Miss Edgeworth, 1829.

Electrifying Education



EDUCATORS WHO ARE INTERESTED in the proceedings of the First National Conference on Educational Broadcasting, which was held at the Mayflower Hotel in Washington, December 10 to 12, should communicate with C. S. Marsh, American Council on Education, 744 Jackson Place, Washington, D. C.

THE SEVENTH VOLUME OF EDUCATION ON THE AIR, 1936, is just off the press and may be purchased for \$3 from the Bureau of Educational Research, Ohio State University, Columbus, Ohio. This attractive book contains the proceedings of the Institute for Education by Radio which was held in Columbus last spring.

THE UNITED STATES BUREAU OF MINES and the National Parks Service have just completed a silent motion-picture film on the natural resources of Texas and the Big Bend National Park. This film is available for exhibition by schools and civic bodies upon the payment of transportation charges from the Bureau of Mines Experiment Station, Pittsburgh, Pa., or the National Parks Service, Washington, D. C. Numerous scenes picturing operations in the helium, petroleum, and sulphur industries are interspersed with inspiring views of the Caisos Mountains and canyons, and the Rio Grande River.

THE STANDARDS FOR 16-MILLIMETER sound film promulgated by the American Society of Motion Picture Engineers have been officially adopted in England through action of the British Standards Institution. All British companies concerned in the production and marketing of 16-millimeter sound film projectors and films have accepted the decision.

THE JAPANESE DEPARTMENT OF EDUCATION has recently announced that it would make liberal budget provisions in 1936 for the production of educational films by Japanese film producers. The films are to be distributed free through special circuits to be maintained to serve the schools and social agencies. Jap-

anese schools have been using instructional films for several years, films that have been produced under the supervision of the educational office.

TEACHERS WILL BE INTERESTED in seeing the March of Time film entitled "New Schools for Old" being shown in motion-picture theaters throughout the country.

Radio Programs

Office of Education

Treasures Next Door

Mondays—CBS

4:00 p. m. (E. S. T.)

3:00 p. m. (C. S. T.)

2:00 p. m. (M. S. T.)

1:00 p. m. (P. S. T.)

Education in the News

Mondays—NBC (Red network)

6:00 p. m. (E. S. T.)

5:00 p. m. (C. S. T.)

4:00 p. m. (M. S. T.)

3:00 p. m. (P. S. T.)

Have You Heard?

Tuesdays—NBC (Blue network)

3:45 p. m. (E. S. T.)

2:45 p. m. (C. S. T.)

1:45 p. m. (M. S. T.)

12:45 p. m. (P. S. T.)

Answer Me This

Thursdays—NBC (Red network)

4:45 p. m. (E. S. T.)

3:45 p. m. (C. S. T.)

2:45 p. m. (M. S. T.)

1:45 p. m. (P. S. T.)

The World Is Yours

The Smithsonian Program

Sundays—NBC (Red network)

11:30 a. m. (E. S. T.)

10:30 a. m. (C. S. T.)

9:30 a. m. (M. S. T.)

8:30 a. m. (P. S. T.)

THE MARCH OF TIME FILM No. 6, dealing with the prevention of juvenile delinquency, is now available for nontheatrical use and may be purchased at reasonable prices from the National Probation Association, 50 West Fiftieth Street, New York City.

THE MUSEUM OF MODERN ART FILM LIBRARY, 485 Madison Avenue, New York City, announces the availability of series III of its film programs. This series includes three German and two French film programs.

THE INTERNATIONAL INSTITUTE OF EDUCATIONAL CINEMATOGRAPHY, of 1 Via Lazzaro Spallanzani, Rome, Italy, has reported completion of a five-volume cinematographic encyclopedia, now being published in five languages, one of which is English.

THE JOINT COMMITTEE ON RADIO RESEARCH reports that there are now 22,869,000 radio receivers in homes and 3,000,000 radio receivers in automobiles in the United States.

THE BRITISH FILM INSTITUTE, 4 Great Russell Street, W. C. 1, London, England, has issued its third annual report. It reports a membership increased to 597 on June 30, 1936, with 60 additional members since that date. The report shows that during the year 828 films have been reviewed in its Monthly Film Bulletin—152 educational films, 53 documentary, 19 religious, and 604 fictional.

Its national film library now contains 273 films in its permanent depository. These are films either of historical importance or of importance to illustrate the evolution of the motion picture. The report also reveals increased activities among many of the institute's special educational committees, and reports have been completed on the use of films in the teaching of geography, history, modern languages, and science. A Medical Film Catalog has also received favorable comment and wide circulation and supplements are being prepared.

CLINE M. KOON

Educational Pioneering in Alaska

IN ALASKA as elsewhere under the Government of the United States, the schoolhouse has followed the flag, though often, unfortunately, with lagging and uncertain feet. Education has had an interesting history, written in part by the early missions of varied denominations, but chiefly by the Bureau of Education, where in 1885 the Secretary of the Interior, following appropriate congressional action, placed responsibility for the education of the children of Alaska.

The desire for a shorter route to the Far East, to which we owe the discovery of America in the late fifteenth century, was responsible in the early eighteenth century for the finding of Alaska. Its purchase by the United States many years later added to our territory an area almost one-third as large as that comprised in the 48 States. It was in seeking the hoped for northwest passage in the year 1711 that Bering, intrepid Russian explorer, found Alaska.

Bering died seeking a new route home by way of the Aleutians, but his sailors took back to Russia news of the existence of Alaska and its richness in the rare furs so highly prized by the wealth and fashion of the Russian Empire. Thus began a development of Russian-America, as it

Katherine M. Cook, Chief, Special Problems Division, Office of Education, Tells How "the Schoolhouse Has Followed the Flag" in Alaska



School building at Point Barrow—Farthest north of Alaskan settlements.

was then known, brought to a culmination by Alexander Baronoff, under whose leadership colonization thrived; schools and churches of the Russian orthodox faith were established (including the beautiful cathedral famed for its ikons and textiles); and Sitka, the capital, became an industrial center of considerable importance. At least 14 ships were built and launched from her docks which carried on an extensive trade in the Pacific as far west as China and Hawaii, but particularly with California, whose Camina Real bells came from one of Baranoff's foundries.

A less romantic and less prosperous period followed Alaska's purchase by the United States in 1867—lack of government, lack of schools, a period of ruthlessness and corruption when, as Kipling wrote, "there's never a law of God or man runs north of 53." Not for many years—until the eighties when the lure of gold, discovered in fabulous quantities at Nome, Juneau, and the Klondike brought hordes of wealth seekers from the United States and the world at large, were orderly government and permanent development

made possible. Since then substantial and permanent progress has been under way, even though, from the standpoint of Alaska's potential development in wealth and population only a beginning has been made. Approximately 60,000 people, half white and half of native stock, have now established homes in the Territory. Mining, fishing, canning, and fur industries; agriculture, including raising of reindeer, are important productive occupations. The same type of social institutions—churches, libraries, schools, for example—with modern conveniences found elsewhere in the United States, prevail also in the white communities of Alaska. Among the natives, adjustment to the prevailing culture forced on them by the changed social and economic conditions following the advent of a growing white population, is well under way.

First agent appointed

Throughout the early years especially, the vastness of the territory, the fact that large tracts were inaccessible during part



All three are natives.

of the year, the isolation of the few existing settlements and trading posts then established, the lack of available means of communication except of the most primitive types, and the fact that the schools were to serve a backward native population, contributed to cumulative and almost insurmountable difficulties. Realizing these conditions, Commissioner Eaton appointed Sheldon Jackson, a missionary of long experience in Alaska, as educational agent to initiate the work. Under his direction the several mission schools then in operation were conducted for a time as public schools on a contract basis. The plan was discontinued in 1894. Thereafter until 1930, when responsibility was transferred by the Secretary of the Interior to the Office of Indian Affairs, the public schools were established and conducted directly by and under the supervision of the Bureau of Education.

Beginning in 1886, annual cruises were made by officials of the Bureau, first to the southwestern section, later extending to the western and northern coasts and into the interior. On each trip new schools were established, old ones enlarged and improved; teachers were provided, usually accompanying Bureau representatives to the schools to which they were assigned, and visits of encouragement and inspection were made to as many schools as possible. Continuing expansion of schools up the Alaskan coast, even to the northernmost settlement on the continent, Point Barrow, was facilitated when the Coast Guard Cutter, U. S. S. *Bear*, was placed at the disposal of the Bureau, enabling it to transport into the territory with scheduled regularity, lumber, building supplies, and school equipment, as well as teachers and school officials.

Territorial school begun

Until 1905, schools conducted by the Bureau of Education were for all children regardless of race. In that year Congress relieved the Bureau of its responsibility for the education of white children and those of "mixed blood leading civilized lives", and the present territorial school system was established. Since then Alaska has been in the unique position of having two separate free public-school systems, one administered and supported by the Federal Government and one by the Territory. During these two decades (1885-1905) an organized school system had developed which had grown from 7 small schools under mission control, housed in mission-owned or rented buildings to 45 federally owned and supported school buildings. There were



Typical Alaskan sports.

62 teachers and over 3,000 children enrolled in the schools.¹

A more favorable period for education in Alaska followed. Congressional appropriations which had been uncertain in amount and erratic in occurrence were increased and stabilized in succeeding years, and the schools developed into an organized system with definite objectives and plans for achieving them.

Principles and objectives

Naturally the first essential was that of overcoming hardships and handicaps inherent in the rigorous climate, isolation, and primitive conditions of living which characterized Alaska in the early years of the school system. The mere physical difficulties of getting schools built and equipped, of securing and transporting teachers, were in themselves accomplishments of such magnitude as to absorb the interest and tax the ability of officials in charge. After 1907 these were less absorbing. Education in the States was developing professionally and the Bureau could now center its efforts on introducing into Alaskan schools the modern ideals of education prevalent in the States, including those concerned with classroom practice and curricular adjustments. The Commissioner's report for this year (1907) presents principles and objectives for the education of Alaskans quite in harmony with modern educational theory for the education of similar groups. Among them are:

(1) The natives should be prepared to participate happily and to contribute to the society in which they live harmoniously with white men. (2) The schools should aim to elevate the native races to

higher standards of civilization through education which recognizes the community as the unit and the individual as the subunit. (3) Education must include all sides of native life and observe proper coordination in their development * * * the elements which need greatest attention at the present time are the industrial and the physical in relation to sanitary methods of life. (4) Government activities (education) should develop self-initiative and self-support. (5) An effort should be made to secure an appropriation which would enable the Secretary of the Interior to keep hospitals which would serve as centers to relieve disease and to furnish instruction to native girls in nursing and employ physicians and nurses for the management of the same. (6) Instruction should be introduced in elementary agriculture in all places where the ground becomes sufficiently warm for plants to grow during the month of May. (7) A 12-months school should be maintained, and (8) compulsory attendance laws enacted.

A plan of holding annual teachers' institutes was inaugurated in 1908; tentative courses of study were prepared by the teachers at these meetings which included industrial training suitable to Alaskan conditions, cooking, sewing, gardening, and native handicrafts. Surprising progress was made almost from the initiation of the schools toward making the day schools, which were from the beginning the type promoted by the Bureau, real centers of community life. To an extent difficult to realize by a person living under highly civilized conditions, the schools aimed to fill all kinds of important needs in native life.

(Concluded on page 121)

¹ Data of 1908.

Reviewing the F. F. A. Convention

WHEN 6,000 farm youths from every State and possession of our Nation get together, the occasion is usually an annual convention of the Future Farmers of America and national contests for students of vocational agriculture.

This year's ninth annual national convention of the F. F. A., and the 1936 public-speaking contests of this organization were held at Kansas City, Mo., late in October. Chairman and general manager of all activities was J. A. Linke, Chief

John H. Lloyd, Editorial Assistant, Office of Education, Describes Activities that Attracted Thousands of Farm Youth to Annual Meeting

of the Office of Education's Vocational Agriculture Division. W. T. Spanton, W. A. Ross, and J. H. Pearson of the Vocational Agriculture Division staff, and Ray L. Cuff, chairman of the Kansas City Advisory Committee assisted in directing the general, F. F. A., judging, and educa-

tional activities during the convention period.

Star farmer named

Always of outstanding interest at an F. F. A. convention is the naming and
(Concluded on page 108)



F. F. A. Convention "snapshots."

Colleges and CCC Camp Education



Howard W. Oxley, Director, CCC Camp Education, Discusses Cooperation of Colleges and Tells of Higher Education Scholarships Established for CCC Enrollees

IT IS encouraging to observe the growing interest of college authorities in the CCC educational program. From the beginning of organized educational efforts in the camps, these officials have been cooperative, but within the past year their concern for the development of CCC education has seemed even more pronounced and far-reaching.

The CCC Office of Education recently wrote the presidents of over 200 colleges and universities requesting their assistance in improving and enlarging camp instructional facilities. This communication indicated a number of services of which the camps were in further need, due to the widespread demands of enrollees. Some of the services mentioned were: (1) Correspondence courses; (2) extension classes and lectures; (3) library facilities; (4) instructors to assist camp educational advisers; (5) speakers on special subjects of concern to the enrollees; and (6) discussion group leaders and debate coaches.

The letter pointed out that many enrollees in camp were qualified to pursue college work and were anxious to do so but were unable to continue because of their financial circumstances. The college heads were asked to consider the possibility of making certain scholarships or other financial aid available to enable these enrollees to undertake higher training.

Responses encouraging

Replies to the Office of Education's letter have been received from over three-fourths of those institutions contacted. A note of cooperation and sympathetic interest was evident in practically every response.

President A. G. Crane, of the University of Wyoming, wrote: "I have had some opportunity to observe the camps rather closely, and I have nothing but commendation for them. The biggest

thing they are doing is the rehabilitation of young men, and I should be pleased to see a stronger educational program."

Chancellor Frederick M. Hunter, of the Oregon State System of Higher Education, believes "the types of service needed by your camps deserve every effort of being fulfilled."

President H. C. Byrd, of the University of Maryland, reports that not only is his university interested in the progress of CCC education but that it "has even gone to the extent of organizing classes on the campus which have been attended by boys in nearby camps. We also sent lecturers to these camps; and last summer we were the focal point for a 3-week conference of camp educational advisers."

Scholarships established

Replies from 26 college presidents indicate that they have established or are now setting up scholarships to permit qualified CCC enrollees to undertake higher training. These scholarships range in value from \$50 to \$1,000 per year. Among the institutions granting this financial aid are the University of Vermont, Georgetown College, Randolph-Macon College, Emory and Henry, the Berry Schools of Georgia, Tuskegee Normal and Industrial Institute, University of Chattanooga, Illinois Wesleyan University, University of Maryland, Reed College, University of Virginia, Oklahoma A. and M. College, Gonzaga University, Earlham College, Ripon College, Northeastern University, Baylor University, Northwest Missouri State Teachers College, University of Chicago, Carleton College, and Tufts Medical College.

President Dexter M. Keezer, of Reed College, states that the citizens of Portland, Oreg., who made possible a CCC scholarship last year are renewing it because "the young man who won the scholarship last year did an excellent job here in all particulars." In addition, Dr.

Keezer reports that this year another scholarship is being awarded to a promising CCC youth at Reed College.



Making use of CCC camp library.

Over 20 additional institutions have granted self-help positions, supported by NYA funds, to enrollees to enable them to enter college.

Further assistance

Twenty-eight colleges and universities are conducting extension classes and special lectures for enrollees, either free or at a low rate of charge. Six institutions are permitting enrollees from nearby camps to use their classrooms and laboratory equipment.

Over 50 schools have assigned NYA student instructors to teach enrollees in surrounding camps. Eleven colleges permit enrollees to use their library books, and two of these have donated books to the libraries of CCC camps. Eight

(Concluded on page 120)

Poland's Polytechnic Institute

★ *AT what age and with what intellectual preparation may a person begin special training for a profession?*

How long shall that formal training persist and what subjects shall be included in it?

What shall be the final test of fitness to practice a profession?

And how and by whom shall it be recognized?

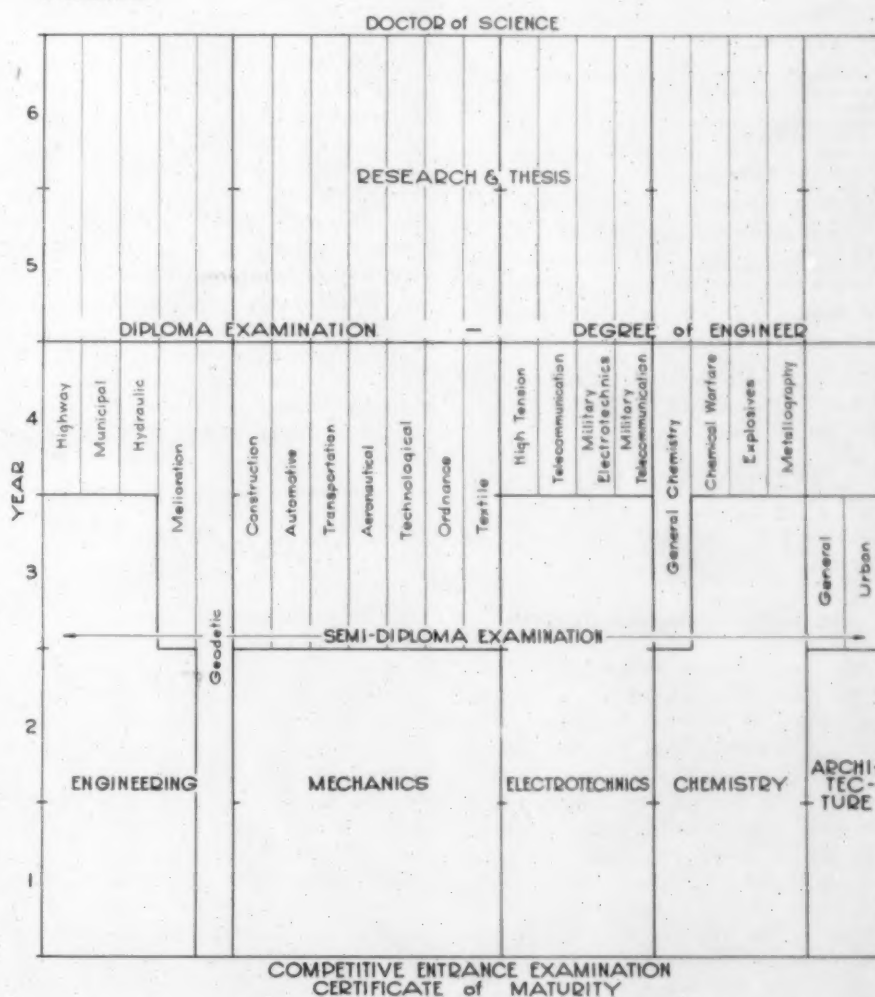
THESE are matters of such public importance that in many countries they are regulated in much detail by the National Government acting usually through its ministry of education. This is the situation in Poland and the Polish answers to the questions posed above are strikingly illustrated, with respect to the technical professions, in the organization of instruction in the Polytechnic Institute of Warsaw (Politechnika Warszawska). Founded in 1824 the institute is the oldest, largest, and most completely organized school of its kind in Poland.

Admission and curricula

The young man who enters the institute will be at least 18 years of age, will have had not less than 12 years of organized school training divided into 4 years elementary and 8 secondary or 6 of each, depending on whether he worked under the former or present system, and will hold a *certificate of maturity*—we would call it a diploma of graduation—from a secondary school. Moreover, his secondary school studies must have had a considerable scientific bias. In addition, he must submit to a competitive entrance examination in certain subjects varying according to the department he wishes to enter, but which will in any case be mainly science and mathematics.

The organization of instruction within the institute is shown in the accompanying graph. Here are five main departments: Engineering, mechanics, electrotechnics, chemistry, and architecture.

James F. Abel, Chief, Comparative Education Division, Describes the Polytechnic Institute of Warsaw, Oldest and Most Completely Organized School of Its Kind in Poland



Each offers 4-year curricula leading to the degree of engineer and within each, with the exception of the geodetic in engineering, all students take the same subjects for the first 2 or 3 years. Not too intensive specialization before the third year, or perhaps better the fourth, seems to reflect Polish opinion on the question as to when a high degree of specialization may begin. Note that about half the 22

curricula have 3-year bases of common studies.

Obviously the programs of study for the different curricula cannot be given in a brief article. They will be available in a bulletin of the Office of Education that should come from the press some time during the winter. The programs for the first 2 years in the engineering department are typical and are:

Required subjects of study	Number of hours each week			
	Winter semester		Summer semester	
	Lecture	Laboratory	Lecture	Laboratory
1	2	3	4	5
FIRST YEAR				
Higher mathematics I.....	4	3	6	2
Analytic geometry.....	2	—	2	—
Descriptive geometry.....	3	2	3	—
Theoretical mechanics I.....	4	—	4	2
Surveying.....	4	3	2	3
General chemistry.....	4	—	—	3
Technical drawing.....	1	4	—	2
Structural drawing.....	—	1	—	2
Freehand drawing.....	—	3	—	—
General construction.....	—	—	1	—
Total.....	18	16	18	18
SECOND YEAR				
Higher mathematics II.....	2	2	—	—
Theoretical mechanics II.....	5	2	—	—
Physics.....	—	3	3	6
Geology and petrography.....	3	2	—	—
Strength and elasticity of materials.....	4	6	4	6
General construction.....	4	3	3	4
Hydraulics.....	—	—	3	1
Electrotechnical encyclopedia.....	—	—	3	—
Reinforced concrete construction.....	—	—	1	—
Agricultural botany (for melioration).....	—	—	2	1
Total.....	18	18	19	18

In both years the students are advised to take 4 hours a week of English, French, German, or Russian.

The student load, 34 to 40 hours a week, would be considered very heavy in the United States. It is the usual arrangement in technical universities in Europe.

Examinations and degrees

The semidiploma examination comes at the close of the second year of studies. Its purpose is to select from the entire group of students those who are plainly capable of continuing the work. It is usually both written and oral, covering the entire range of subjects, and is severe. Another 2 years of study following success in the semidiploma examination, brings the student to the final test of his fitness to be licensed to practice the technical profession which he has chosen. This is the diploma examination, also severe, written and oral, and specially arranged according to the student's option. In addition, he must submit an approved thesis. If successful, he is granted the degree of engineer (inżynier) with his special field of study mentioned in the diploma. The degree is also a license to practice engineering.

Not many engineers care to continue their studies, but those who do may attain the degree of doctor of technical science

by submitting a printed thesis covering at least 2 years of individual research work and passing a public doctoral examination.

Control of engineering

Throughout this scheme of training, the National Government of Poland has the controlling hand. The secondary school in which the student is prepared for studies in the institute is either a public institution directly under the administration of the National Ministry of Education or a private school inspected and approved by it. In either case it must follow the program of studies fixed by the ministry. The certificate of maturity is granted as a result of an examination conducted by ministerial authority.

The Polytechnic Institute is maintained by public funds and is so closely within the administration of the national ministry as to be almost a part of it. The competitive entrance examination may be made difficult or easy as the ministry may direct, thereby controlling the number and kind of students who may train for the technical professions. All the different curricula must meet the approval of the ministry and the diploma examinations are regulated by it. In short, the National Government can determine the quality and amount of trained engineering ability available for the use of the Polish people.

F. F. A. Convention

(Concluded from page 105)

honoring of the farm boy, chosen from the 125,000 vocational agriculture high-school students in the Future Farmers of America organization, to be the "Star Farmer of America." Winner of this year's highest F. F. A. award, and the \$500 cash prize offered by the Weekly Kansas City Star newspaper, was Clayton Hackman, Jr., a 19-year-old youth from Schaeffers-town, Lebanon County, Pa.

Beginning his enterprise in 1931, at the age of 14, with 2 acres of corn and a small financial loss, this young farmer added potatoes, sows, chicks, and sufficiently large fields of food crops for his animal and poultry enterprises, thus steadily increasing his income. At present the "Star Farmer of America" has 257 pullets, 180 hens, 900 chicks, 10 head of swine, and 50 acres of land in crops. In 5 years his total earnings from farming have amounted to \$3,500. His present investment in farming is \$1,800.

The young man's accomplishments in vocational agriculture included not only progressive planning for better crops and

animals, but also improvement of the home farm, and an attempt to improve his own abilities as a farmer and as a citizen. Each year since 1931 Hackman planted additional trees and shrubs around his home. He removed old buildings, did repair and construction work, and tried to increase soil fertility. President and secretary of his local F. F. A. chapter, and vice president of his State association, he exhibited corn, potatoes, swine, and poultry at the county and State fairs and farm shows. He worked and held office in the county vocational agriculture poultry association, managed the F. F. A. cooperative seed sale and potato experiment plot. In 1935 he entered and won the State F. F. A. public-speaking contest in Pennsylvania. To Mr. Linke of the Office of Education, the convention's chairman and general manager, fell the honor of conferring the "Star American Farmer" degree upon Clayton Hackman.

Commissioner honored

Another degree was conferred at the Kansas City F. F. A. convention. This, the honorary F. F. A. degree, was presented by the Future Farmers of America to John W. Studebaker, United States Commissioner of Education. At the largest banquet ever held by the F. F. A. President William Shaffer of Maurertown, Va., made the presentation to Commissioner Studebaker, who addressed 900 farm youth, their advisers, contestants, coaches, officials, leaders in vocational agriculture, and others.

Winners and officers

Winners of the F. F. A. public-speaking contest were: First, Kenneth Jack, Pennsboro, W. Va., What Next; second, Louis Parkinson, Rexburg, Idaho, Land Conservation; third, Lowell Huckstead, Neillsville, Wis., Why Johnny Nason Didn't Want to be a Farmer; and fourth, Elmo Johnson, Maynardsville, Tenn., The Future of the American Farmer.

National F. F. A. officers for 1936-37 elected at the convention are: President, Joseph H. Black, Sheridan, Wyo.; first vice president, Julian Pierce, Stamping Ground, Ky; second vice president, Clarke Nicholson, Poolesville, Md.; third vice president, J. Phelon Malouf, Glenwood, Utah; fourth vice president, Roy Martin, Cotulla, Tex; student secretary, Elmo Johnson, Maynardsville, Tenn.; executive secretary, W. A. Ross, Office of Education; treasurer, Henry C. Groseclose, Blacksburg, Va.; and adviser, J. A. Linke, Office of Education.

Sesquicentennial Anniversary



★*Hon. Sol Bloom, Director General, United States Constitution Sesquicentennial Commission, Tells of Purposes and Plans for the Celebration of the Nation's Constitution.*

THE privilege of participation in a Nation-wide observance of the formation of our National Constitution has doubtless come to few readers of this page. To many it may be the first opportunity to join with all citizens of the United States, adult and youth, in an educational and historical celebration honoring the Constitution.

When the Constitution Centennial Anniversary was held the celebration was confined mainly to the Thirteen Original States, with special observances in Philadelphia and New York. At that time 38 States comprised our Nation. Although the schools are recorded as having a part in the city celebrations, the observance was not as a whole a national movement. It was limited to local plans and no research material was issued for extensive distribution. The celebrations were in the form of parades, balls, banquets, and addresses.

Under authorization by Congress the United States Constitution Sesquicentennial Commission was created in 1935 to plan and direct the celebration for the one hundred and fiftieth anniversary of the formation of the Constitution of the United States. The Commission is composed of the President of the United States, who is chairman; the President of the Senate; the Speaker of the House of Representatives; five Senators appointed by the President of the Senate: Henry F. Ashurst, Arizona (vice chairman); Joseph T. Robinson, Arkansas; Frederick Van Nuys, Indiana; William E. Borah, Idaho; and Charles L. McNary, Oregon; five Representatives appointed by the Speaker: Sol Bloom, New York (director general); Charles F. McLaughlin, Nebraska; Frank J. G. Dorsey, Pennsylvania; George P. Darrow, Pennsylvania; and John Taber, New York; and five Commissioners appointed by the President: C. O'Connor

Goolrick, Virginia; Daniel J. Tobin, Indiana; William Hirth, Missouri; Maurice E. Harrison, California; and Harry A. Garfield, Massachusetts.

The headquarters of this Commission are in the House Office Building in Washington, where a staff is now engaged in extensive research, so that authentic material will be ready for distribution in the early part of 1937.

Purpose and plans

The purpose of this Commission is to make this commemoration a lesson as well as a celebration, to create an interest in the Constitution and its essential relation to the history of the Nation.

It is necessary in this connection to have authentic material for study. The Commission hopes to meet this need through its History Division. The importance of accurate source material and presentation of established truths cannot be too greatly emphasized for use in constitutional study. The Commission feels it will have the full cooperation of the educational profession in this presentation of truth.

Every school of the Nation is invited to join in the Sesquicentennial Anniversary. The observance opens September 17, 1937, the one hundred and fiftieth anniversary of the signing of the Constitution, and terminates April 30, 1939, the one hundred and fiftieth anniversary of the inauguration of George Washington as President of this Republic.

The time element of the celebration is an important factor. Covering a period of 19 months (corresponding to the period of ratification contests and organization of the National Government) it gives an opportunity to develop a continuous study or program. During this period four special anniversary days will be emphasized: September 17, the signing of the Constitution; June 21, the establishment of the Constitution (the date on which the ninth State, New Hampshire, ratified the Constitution); April 30, the inauguration of the first President; and "State Day", when each State will celebrate its date of ratification or admission to the Union.

Planting trees

A project in which every school may join on September 17, 1937, is the planting of a Constitution Tree. Two hundred and fifty thousand trees planted on the same day by the schools of the United States, its Territories, and insular possessions, will be living memorials to the Constitution.

As an aid to classroom study of the Constitution, the Commission will issue

a story of the Constitution, entitled "We the People." This will give an account of the origin and formation of the Constitution, together with an explanation of its meaning. The book will present accurate texts of the Constitution and its amendments and also of the Declaration of Independence and Washington's Farewell Address. There are various chronological tables; an alphabetical analysis of the Constitution; a series of questions and answers; a statement (together with maps) of the dates of the amendments and of the progress of the Nation under the Constitution; portraits and thumbnail sketches of the signers of the Constitution and the Chief Justices of the United States; and a short history of the Great Seal of the United States.

Assistance in Plans

THE Nation's schools are being invited to join in the sesquicentennial anniversary of the formation of the Constitution of the United States. This article on the celebration, gives some advance information which we hope may assist schools in their beginning plans for the occasion.

Also helpful for classroom study will be a handbook for a Constitution appreciation course, dealing with the historical background of the Constitution, the Constitutional Convention and its members, the ratification contests and establishment of the Constitution, a study of the content and interpretation, and the anniversary periods of 50 years, 100 years, and 150 years, correlating the activities of the Sesquicentennial with subjects of the curriculum.

Material available

This material will be available for teachers and student-teachers pursuing definite constitutional study. It will be of special service to teachers whose library facilities are limited, as it will contain references from all authentic sources.

Useful in this course will be the book lists and bibliographies that are now being prepared for distribution to educational and public libraries. Hundreds of books have been written upon the Constitution. The selection of the most helpful book for a definite study group will be simplified through these book lists.

Another group aided by the book lists and other publications resulting from research will be those entering into constitutional contests or projects. With the desire of avoiding duplication of this type of activity the Commission has divided this feature into four classifications, including: (1) 1936-37, creative writing projects—plays, pageants, and poetry; (2) 1937-38, Nation-wide series of educational contests—declamatory contests in the elementary schools, essay contests in the high schools, and oratorical contests in the institutions of higher learning; (3) 1937-39, journalistic achievement contest—high-school periodicals; and (4) 1938-39, Every Pupil Constitution Test.

The fourth project of this activity, the Every Pupil Constitution Test, is far-reaching in its influence. Educational tests upon the Constitution will be prepared for three groups, so that students including the fourth to the twelfth grade in any school may test out their ability on the Constitution theme. This test, the culmination of the constitutional study projects, will be staged in 1938-39. In developing this feature the Commission is working with educators who are exceptionally fitted to prepare these educational tests upon the Constitution.

Awarding medals

For all these projects and contests the United States Constitution Sesquicentennial Commission will provide regulations and award commemorative Constitution medals to those receiving the highest rating in their respective States and the national contest.

In addition to the dramatic material assembled from the creative writing projects, there will be plays and pageants adaptable to student levels. Several publications of equal importance will be issued in the field of musical education, which teachers and students will find of benefit in planning a Constitution Sesquicentennial program.

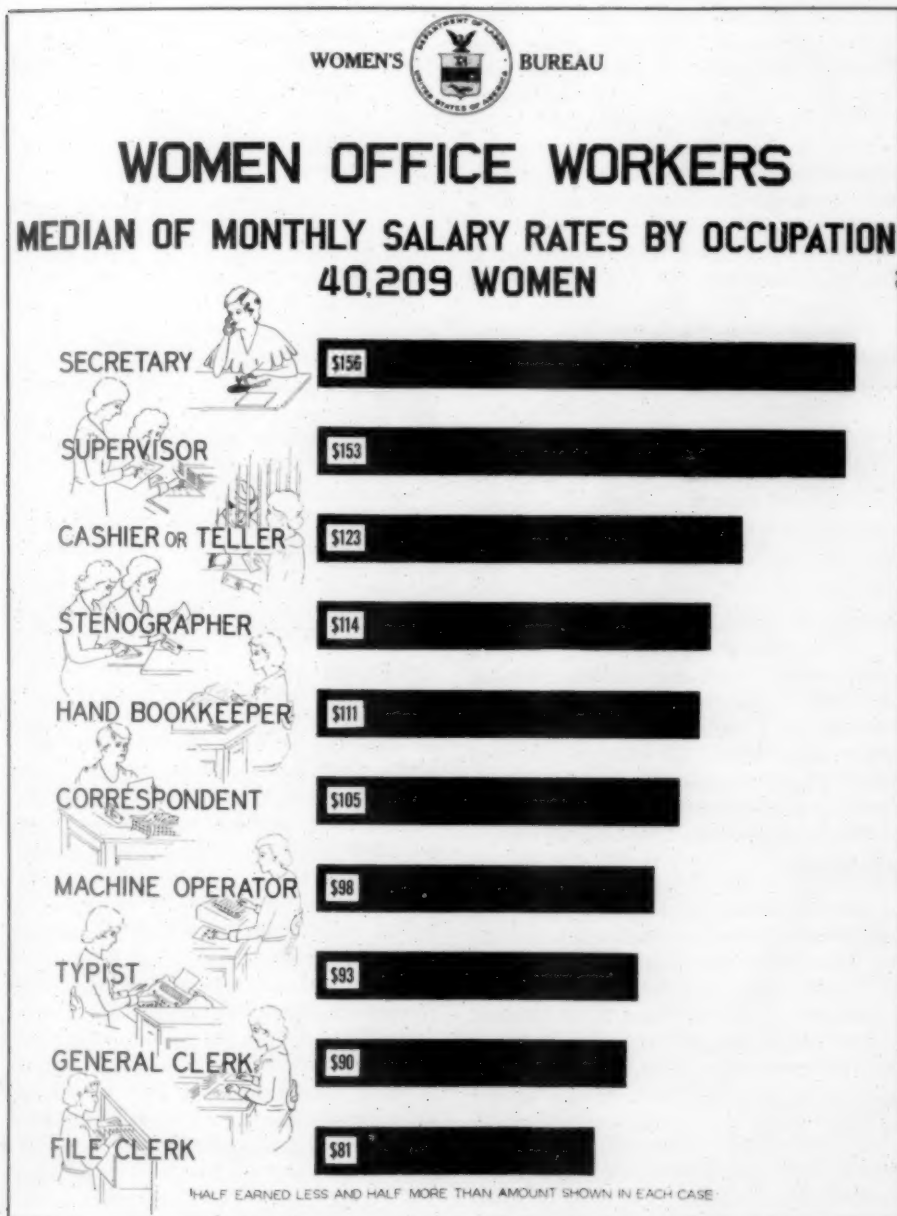
To assist in visual education a motion picture with a constitutional theme is being planned. This should appeal to school children and may form the basis for a series of lessons in history.

Of special attraction in the city of Washington during this sesquicentennial period will be the art exhibition, which will consist of a historical loan exhibition of portraits of the signers of the Constitution and other deputies to the Constitutional Convention, also others important

(Concluded on page 121)

★ Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.

New Government Aids For Teachers



Unique charts of women office workers.—Trade associations, labor groups, women's organizations, vocational counselors, educational institutions, employment offices, and all interested in the problem of women in clerical work will find of interest the set of seven charts, each 24 by 32 inches, recently issued by the Women's Bureau, Department of Labor. Based on

surveys in several large cities, the charts deal with the following subjects and treatments relating to women office workers:

1. The most common-hour schedule—depicted on a large clock.
2. Salary rate by occupation (percent distribution)—decorated with a striking silhouette.

3. Salary rate by occupation (median)—embellished with marginal sketches. (See illustration.)
4. Salary rate by city—pictured by four metropolitan skylines.
5. Salary rate by type of office—portrayed on skyscrapers as a background.
6. Salary rate by age and experience—represented by Father Time.
7. Salary rate by sex in Chicago—illustrated by a view of Michigan Boulevard.

The Superintendent of Documents has copies of these charts available at 15 cents apiece, or \$1.05 a set.

A Visit to the World's Greatest Printing Plant—The Government Printing Office—is described in a new free 38-page illustrated booklet. In addition to billions of copies of all kinds of printed matter, the Government Printing Office handles some 70 daily, weekly, and monthly publications for the various Government departments, with editions running from 200 to more than 200,000 copies. Attention of SCHOOL LIFE readers is called each month on this page to many of the Government Printing Office products which are available free or at nominal cost. Scenes from the composing, platemaking, presswork, binding, and maintenance divisions, along with maps of numerous other activities, illustrate the bulletin.

New England—Part III of the Report of the National Resources Committee of the Interior Department on Regional Planning—is now available. Selling for 30 cents, this 101-page bulletin illustrates the possibilities of cooperation with State planning agencies for joint attack on interstate problems and offers plans to conserve and develop the resources of New England and to provide a coordinated transportation system and greater recreational facilities for the 8,000,000 people who live in this densely populated area.

Of the hundreds of acts passed by the Seventy-fourth Congress, second session,

the following are a few of which you might like to have copies:

AN ACT to provide for the further development of vocational education in the several States and Territories (Public, No. 673).

AN ACT to provide for the entry under bond of exhibits of arts, sciences, and industries, and products of the soil, mine, and sea, and all other exhibits for exposition purposes (Public, No. 795).

AN ACT to amend the naturalization laws in respect to residence requirements and for other purposes (Public, No. 803).

Orders for copies of any congressional acts should be sent to the House Document Room, Washington, D. C. Copies are available free.

The National Park Service, has prepared a revised and expanded edition of *Glimpses of Our National Parks*. This handbook of those sections of the country set aside by acts of Congress from time to time, preserving for posterity some unusual scenery or other natural wonder, or historic or scientific feature of outstanding national interest, should be in every geography, history, nature-study, and civics classroom. Thirty-six exceptional views dot the bulletin throughout. A map of the United States showing the location of the areas administered by the

National Park Service appears on the inside back cover. For copies of this free publication address National Park Service, Washington, D. C.

The Pan American Union, Washington, D. C.—the official international organization of the 21 republics of the Western Hemisphere, established with a view to developing closer cooperation between the nations of America, the fostering of inter-American commerce, the strengthening of intellectual and cultural ties, and the interchange of information on all problems affecting the welfare of the nations of this continent—announces the availability of the following illustrated publications at 5 cents each:

American Nation Series—Colombia, no. 5; Ecuador, no. 9; Panama, no. 15; Peru, no. 17.

Commodities of Commerce Series—Sugar making in Cuba, no. 13; Coca—A plant of the Andes, no. 20.

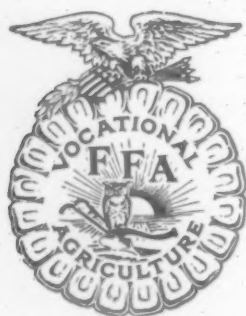
Maps, maps, maps—base, shaded, relief, contour, coal, oil and gas, power, and geologic—are published by the Geological Survey, United States Department of the Interior. To date the greatest demand

from schools has been for the wall map of the United States, 49 by 78 inches, in two sheets, on a scale of 40 miles to the inch, with inserts showing Alaska, Hawaii, the Philippine Islands, Canal Zone, Puerto Rico, and the Virgin Islands. Water features and their names are printed in blue, boundary lines and names of States, counties, cities, and towns are printed in black; railroads are indicated by fine brown lines. Price, \$1; if included in wholesale orders, 60 cents. For further information address the Director, Geological Survey, Washington, D. C.

If additional information is desired to supplement the material mentioned on this page, the following free Government Printing Office price lists may be had upon application to the Superintendent of Documents:

Laws—Federal and State opinions of attorney general, decisions of courts, no. 10; *Engineering and surveying*—leveling, triangulation, geodesy, earthquakes, tides, and terrestrial magnetism, no. 18; *Geography and explorations*—natural wonders, scenery and national parks, no. 35; *The public domain*—Government publications concerning public lands, conservation, and the national resources committee.

MARGARET F. RYAN



F. F. A. News Bulletin

SOUTH DAKOTA.

Jack Dunn, of Hawaii, whom many will remember as a delegate to the 1934 National F. F. A. Convention, is now enrolled as a sophomore at South Dakota State College where he is specializing in horticulture.

OREGON, IDAHO, AND WASHINGTON.

Walter Dreher, of Molalla, was the Oregon winner of one of the \$150 cash awards offered by the Portland Union Stock Yards to outstanding F. F. A.

members in three States. Howard Annis, of Twin Falls, Idaho, and Alexander Swantz, of Chehalis, Wash., were the other winners. This competition was one of the features of the F. F. A. program held in connection with the recent Pacific International Livestock Show.

FLORIDA.

The October issue of "The Journal" of the Florida Education Association carried an illustrated two-page story on the F. F. A. work in that State. The article, prepared by J. F. Williams, State adviser, stressed the value of leadership training to farm boys.

MICHIGAN.

The Michigan delegation, coming by special train to Kansas City this year, totaled 151 persons. Seventy of this number were local chapter presidents.

MISSOURI.

This State's F. F. A. band was also present at the national convention this fall. The boys received a fine ovation from the 1,500 vocational agricultural students seated at the American Royal on Tuesday, October 20, which was "Missouri Day."

VIRGINIA.

Some 35 people were included in the national convention delegation from Virginia. The State association maintains a budget each year sufficient to defray the expenses of the State judging teams and other participants in national events.

OHIO.

The Ohio association has developed an F. F. A. chorus of some 200 voices which appeared before the National Grange in Columbus, November 11-19.

CONNECTICUT.

Frank Salemma, with his accordion, did much to entertain the delegates and guests at the national convention. This was Frank's second year at Kansas City and he was one of the successful candidates for the American Farmer degree.

KENTUCKY.

Members Clarence Wood, Jr., and Jack Waits were sent by the Kentucky association as entertainers for the national convention and gave a fine account of themselves on the piano and harmonica, respectively.

W. A. Ross

Financing Dormitory Construction

A SHORTAGE of dormitory facilities to fulfill the needs of students has existed generally in State universities and colleges throughout the country. Such institutions have been able to house only a minor proportion of their student bodies in dormitories on their campuses.¹

The principal cause of the shortage was the fact that the universities and colleges have been depending on State appropriations for the construction of dormitories. Owing to the constant pressure for economy in State governmental expenditures, State legislatures have been slow in appropriating public funds for this purpose. Moreover, administrative authorities of the institutions have been reluctant to urge too strongly State appropriations for erecting dormitories fearing that appropriations for the regular educational needs might be affected adversely.

Within recent years there has been a new development toward solving the problem through independent financing without the use of State appropriations. A strong impetus has been given the development by the Federal Government's policy of making loans and grants to State universities and colleges for the construction of buildings of various types. The independent financing of dormitory construction consists of placing the dormitories on a self-sustaining basis. Money is borrowed through bond issues or certificates of indebtedness for the initial capital outlay. Revenues derived from room rental, including proceeds from dining halls located in dormitory buildings and other sources, are used exclusively to defray the cost of operation, upkeep, insurance and interest charges, and to provide a sinking or amortization fund for periodical payments on the capital investment.

Types of plans

A large number of States have enacted laws authorizing the governing boards of their institutions to construct dormitories through independent financing rather

¹ A survey of land-grant colleges and universities made by the U. S. Office of Education in 1928 showed dormitory facilities were available for only 16 percent of the total students enrolled in these institutions.

John H. McNeely, Specialist in Higher Education, Discusses New Developments Toward Solving This Problem in State Universities and Colleges of the Nation

than by State appropriations. Although the several schemes are based on a common principle, an examination of the laws indicates that the detailed plans differ considerably. These plans may be divided into two types:

First: The governing board is empowered to borrow the necessary capital and to construct the dormitory. After its completion the institution operates the dormitory paying the annual interest and amortizing the debt over a period of years out of the net income from rentals and other sources.

Second: The governing board is authorized to contract with a nonprofit holding corporation organized for the specific purpose of borrowing the necessary money and constructing the dormitory on a site provided on the campus. The institution leases the building from the holding company, paying an annual rental sufficient to cover the interest charges and amortization of the principal indebtedness.

Among the States having laws providing for the first plan with variations are Arkansas, Colorado, Florida, Idaho, Illinois, Indiana, Iowa, Louisiana, Montana, New Mexico, North Carolina, South Carolina, Texas, and West Virginia. In some of these States the laws apply to loans from Federal Government agencies and also to other types of buildings. States with statutes providing for the second plan include Kentucky, Nebraska, North Dakota, Oregon, Washington, and Wisconsin.

Slightly different plans have been adopted by two other States, Oklahoma and Virginia. The bonds covering loans for constructing the dormitories in Oklahoma must be issued through the State auditor as State building bonds instead of through the governing boards of the institutions. Prior approval of the governor is required. In Virginia the loans must be made through the State commissioners of the sinking fund, a regular

State agency. The State board of education must first approve the loan.

The main features of the financing plans of the States are alike in some respects and different in others. The stipulation is made in the laws of practically all the States that the credit of the State must not be pledged to repay the loans nor any liability incurred against the State. One of the reasons for the inclusion of this legal provision was that many of the States had already contracted debts up to the limit permitted under their constitutions and were unable to assume additional obligations.

Concerning mortgages

In most of the States the governing boards are likewise prohibited from mortgaging any of the lands or buildings comprising the campus and belonging to the institution as a guaranty of the repayment of the loans. An opposite policy has been adopted, however, in several States. Under the plans in these States, the actual site of the dormitory, together with the newly constructed building, may be mortgaged or the title conveyed in cases of contracts for loans with Federal Government agencies or nonprofit holding corporations. This is with the understanding that the title will be immediately reconveyed to the institution upon the repayment of the debt in full.

Another important feature is that the projects must be entirely self-liquidating. The governing boards are forbidden to use any part of the State appropriations which have been made for the regular support of the institutions either to pay interest or redeem bonds. This is true in all the States except two. In one of these latter States, Louisiana, the board governing the State university may set aside or use any of its appropriated funds to pay the interest or principal on the debt. In the other State, New Mexico, the governing boards of its institutions are allowed

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SCHOOL LIFE

VOL. XXII



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DECEMBER 1936

COVER-PAGE QUOTATION

"Peace hath her victories,
no less renowned than war"

THUS wrote the great Milton many years ago in his *Sonnet to the Lord General Cromwell*. As we review the renowned discoveries and scientific inventions of even only the past century or so, we find convincing confirmation of Milton's words.

There is an interesting contrast between what may be called the victories of war and those of peace. Scanning the pages of history, it seems fair to say that not infrequently wars have been fought for personal victory and glorification, personal, we may say, for an individual or for a nation. Victories of peace seem more far-reaching—more the victories for humanity, without regard to individual, race, creed, country, or any other division that may be made of peoples.

The smoke of victorious battle passes; the results of the struggle make history. But such contributions to progress, such renowned scientific victories, by Pasteur, by Edison, by the Wright brothers, and by the army of men and women who

quietly and persistently keep long vigils in search of knowledge—the results of their victories ring throughout the ages.

"AN OUNCE OF PREVENTION"

TO FINISH the familiar old saying, "An ounce of prevention is worth a pound of cure." This reasoning is given renewed meaning in resolutions adopted at the Sixty-Sixth Annual Congress of the American Prison Association. These resolutions under the heading, *Education*, assert:

Whereas many offenders, both juvenile and adult, who find their way to prisons and juvenile reformatories have mental capacity for academic and vocational training:

Whereas many of these inmates have for various causes been denied adequate educational opportunities for academic and trades training: Be it therefore

Resolved, That the American Prison Association, by resolution reaffirm its stand expressed in the Declaration of Principles, and urge wardens, superintendents, and governing bodies of penal and correctional institutions to avail themselves of every opportunity to expand training of a practical type for the inmates of their respective institutions; Be it further

Resolved, (1) That the United States Office of Education be requested to undertake, at the earliest possible moment, an aggressive program of research and service in prison educational techniques and methods, and be urged also to stimulate local and State agencies to inaugurate and improve programs of crime prevention through education.

(2) That the committee on education be instructed to cooperate with the appropriate officials in securing the funds and support necessary for effectuating a program of prison education in harmony with the proposals of the Conference on Crime Prevention and Correction through Education held in Washington in June 1936.

At the same convention, Commissioner of Education J. W. Studebaker, in an address on Crime Prevention Through Education, said:

"When outstanding educational work is being done in any situation, the Office of Education has the responsibility of interpreting this work and its results to all.

"In the State of New York the work of Governor Lehman's Commission on Education in Institutions is an example of the type of activity to which I refer. In widely separated sections throughout our land other groups are doing similar work. Printed reports of such activities are often available, but a central educa-

tional agency is needed to bring these reports more generally to the attention of the public. At present these reports get into the hands mainly of prison officials, whereas they should reach school teachers, college professors, Boy Scout executives, Y. M. C. A. directors, and leaders in civic and social affairs interested in education. To make such reports available only to prison officials reminds me of some other short-sighted policies of which our country has been guilty. For example, we have tended to spend money building higher dikes along river courses without checking up on what is happening to our watersheds. The prisons represent the dikes.

"Organized education and other types of social agencies represent the protection to the watersheds. The chief hope of crime prevention lies in the schools, homes, churches, and other social agencies. It is my belief that organized education must be actively at work to protect the watersheds which now send increasing floods down the rivers of crime in this country. To be sure, there is reason to improve the dikes too, but careful attention to the watersheds will materially lessen the pressure on the dikes.

"The problem facing education is a twofold one: (1) The educational program within the correctional institution; and (2) the special adaptations of the general school and college program to make more effective the processes leading toward crime prevention. Let me briefly discuss these two points.

"In the 69 years of its existence, the Office of Education points to achievements in many fields of education, but in the field of crime prevention it has barely made a beginning.

* * *

"Now that adult education has begun to justify itself and people realize that the man and woman of 40 can successfully pursue the educational tasks they neglected at 14, we believe that not only among the adults outside prison walls is a great work to be done but among the adults in prison as well. Effective programs are in operation in prisons here and there. These should be studied, analyzed, described, and used in all the institutions in which they are applicable. The prison education program is a specialized type of adult education worthy of the most painstaking study of educators with a view both to improving the program itself and to using any knowledge gained therefrom to shed light on the revisions needed in schools and colleges.

* * *

"The recent rapid growth of crime and its accompanying appalling cost suggest that the schools and colleges should arouse themselves to an unusual degree to contribute their part to crime prevention. For the same reason it seems appropriate that the United States Office of Education should take special steps to stimulate the schools and colleges to make such an effort. Crime has become a national problem of such vast proportions—even threatening in some areas the very existence of popular government—that a national agency such as the Office of Education dare not stand aloof from it. We are commanded by our charter—the law which established the Office of Education—to 'promote the cause of education throughout the country.' Since the prevention of crime is an educational responsibility, I have sought to discover what our function is in this war against the ravages of crime. * * *

"A little more than 3 months ago I invited a group of persons most experienced in the field of crime prevention through education to meet in my office to discuss the problem, and to advise me with respect to what the Office of Education might best do in the circumstances.

"Among those who attended this conference were your general secretary, E. R. Cass; N. L. Engelhardt, of Teachers College; A. H. MacCormick, Commissioner of the Department of Correction, New York City; Sanford Bates, Director of the Bureau of Prisons; F. Lovell Bixby, Educational Director, Bureau of Prisons; Edith Campbell, Director of Vocation Bureau, Public Schools, Cincinnati, Ohio; Leon W. Goldrich, Director of Bureau of Child Guidance, New York City; Thomas W. Hopkins, Assistant Superintendent of Schools, Jersey City, N. J.; Edgar M. Gerlach, Supervisor Social Service, Federal Bureau of Prisons; Frank W. Hubbard, Associate Director of Research Division, National Education Association; Glenn M. Kendall, Educational Director, Wallkill Prison; Leonard Power, Educational Consultant, Office of Education; Walter M. Wallack, Director of Education, Department of Correction, State of New York; and Ray L. Huff, Parole Executive, United States Department of Justice.

"These persons have without exception done distinguished work in the field of crime correction and crime prevention. They met in Washington and talked with great frankness about the part the United States Office of Education should play with respect to the general problem.

* * * * *

"The conference analyzed the work to be done by the Office of Education as follows:

1. "There is a real place for a new division in the Federal Office of Education to deal with educational problems arising in connection with the prevention and alleviation of juvenile delinquency and crime. This division should not have, and does not need, administrative authority or financial control for the purpose of

It Would Help

ELSEWHERE in this issue of SCHOOL LIFE, you will find a most interesting illustrated story about old textbooks. As you read this story you will appreciate, we believe, the very great value of preserving in the Office of Education library a permanent collection of books that will show progress over the years in the development of school texts.

Maybe you might have some book or books that you would like to present to the library, so that they might serve a wide and useful purpose. Such contributions would be welcome "Christmas gifts" to the library, especially at the time when the Office of Education, including its library, will be getting established in its permanent quarters in the new building of the Department of the Interior.

imposing a national program upon State and local authorities. The division does need the funds and personnel necessary for research and service * * * which will stimulate local and State agencies to perform more effectively in the prevention of crime through education."

2. In this new division two sections are recommended. "One section * * * shall concern itself with education in penal institutions. The other * * * shall deal with community organization for the prevention of juvenile delinquency." Each of these sections shall have functions of both *research* and *service*.

3. Under *research*, the following three types of study appear to be necessary:

(a) "Statistical—the compilation of statistics as to the quantity and quality of various problems and factors in the area", such as the inmate population of correctional institutions, vocational opportunities for ex-inmates, institutional staff, etc.

(b) "Experimental—the planning and the supervision of controlled experiments in the field with the aid of local and State authorities." These experiments would deal with problems such as educational activities within institutions, techniques used, preparation of teachers for institutional work, relationship between State education departments and institutional education, community organization for the prevention of delinquency, and allied fields.

(c) "Practical—the integration, evaluation, and selection of programs and procedures used in local, State, or regional areas"; also compilation and dissemination of information regarding progressive programs; preparation and distribution of bibliographies; and other studies of a practical service nature.

4. Under *service*, the following three areas should be included:

(a) "Interpretation—the building up of public support for the work through news releases, radio programs, and similar devices"; stimulation of desirable legislative provisions and progressive practice.

(b) "Demonstration—the practical demonstration to both lay and professional groups through conferences, exhibits, visits, and similar devices of the application to localities and to States of research, experimentation, and established programs"; preparation of suggestive curriculum material and organization plans; field advisory service.

(c) "Coordination—the organization of conferences, committees, and similar machinery designed (1) to focus the resources of Federal agencies, national professional groups, and private groups upon the problems involved, (2) to suggest a pattern for similar efforts on a local and State basis"; (3) to bring wardens and institutional directors into conference for the improvement of educational programs in institutions; (4) to bring "the service and research specialists together with professional workers in such areas as social work, penology, crime detection, political science and government, law, medicine, and industry for the purpose of formulating general objectives and purposes in conformity with the social goals of American life."

"As Commissioner of Education, I agree with the findings of this conference. It will be my purpose to take such steps as I properly may take through regular governmental channels to secure the incorporation into the Office program of a service in the interest of crime prevention and crime correction such as this conference has recommended."

Soon 'Twill Be Moving Day!



BEFORE the next issue of *SCHOOL LIFE* reaches you, the headquarters of the Office of Education may be moved into the new Department of the Interior Building, shown in the above photograph. This new Government structure is expected to be ready for occupancy shortly after January 1, 1937.

Space on the first, second, and third floors of the new Interior Building has been provided for the entire personnel of the Office of Education. Offices of John W. Studebaker, Commissioner of Education, Miss Bess Goodykoontz, Assistant Commissioner, and J. C. Wright, Assistant Commissioner for Vocational Education will be located on the third floor. On the same floor also will be the offices of the Chief Clerk, Consultants, American Schools Division, Special Problems Division, Statistical Division, Higher Education Division, and Commercial Education.

On the second floor of the new Office of Education home will be one section of the Editorial Division, Comparative Education Division, Vocational Agriculture Division, CCC Education, Vocational Rehabilitation, Home Economics Service, and Trade and Industrial Education Service.

The Office of Education library, publications section, files, messenger service, mail room, and store rooms will be located on the first floor.

The arrow on the accompanying photograph shows approximately the location of the Office of Education in the new building. To the right of the new Department of the Interior Building is the present Interior Building, which will continue to accommodate the Geological Survey, the Public Works Administration and other agencies.

Financing Dormitory Construction

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to pledge as much as is necessary of each year's current income or of annual income from permanent land endowments for the purpose of securing the loans.

The plans of most of the States provide a maximum rate of interest to be paid upon the bonds issued by the boards. This rate varies from 4 to 7 percent. A few of the States place a limitation on the amount to be borrowed by any single institution in constructing the dormitory. These maximum amounts range from \$100,000 to \$300,000. The law in South Dakota provides that the dormitory built at the State university shall not exceed \$200,000 in cost, at the agricultural college

\$200,000, and at each of the normal schools \$150,000. About one-third of the States place a time limit on the maturity of the bonds. This time limit varies from 22 to 50 years.

In the case of all the States, the governing boards are specifically empowered to fix rentals for rooms and charges for other enterprises conducted in the dormitories. These rentals or charges may be changed from time to time in order that sufficient revenues will accrue to assure the payment of the interest and redemption of the debt. For the purpose of preventing any possibility of default, the law in Virginia specifically

stipulates that the minimum rental for occupying space in the dormitories shall be \$6 per month for each student.

A rather unusual plan has been devised for providing housing facilities for the students at the Massachusetts State College. Instead of authorizing the governing board to construct dormitories by independent financing, the State law provides that the institution may lease land on the campus to fraternities for the construction of fraternity houses. No single fraternity can lease in excess of 1½ acres for that purpose. The board is empowered to prescribe the terms and conditions of the leases, which must first receive the approval of the Governor and council of Massachusetts before being valid.

Nursery Schools in 1936

NURSERY schools serve education in a variety of ways. They act as laboratories for child study and the preparation of teachers in higher institutions from the junior college to the university, many are organized as tuition schools, others are a part of the program offered by philanthropic organizations, and a few are maintained in public-school systems. An increase of 40 percent since 1932 is shown by the 285 schools reported in 1936. These "regular" nursery schools, to differentiate them from the emergency schools, cannot be considered a complete record for the United States but they furnish a basis for comparison with the 202 schools reported in 1932.

The largest growth in the number of nursery schools came between 1927 and 1929 before the years of economic depression. In 1927 there were 76 schools reported, 117 for 1928, and 157 for 1929. The 1936 reports are from 35 States, the District of Columbia, and Hawaii. States reporting 10 or more nursery schools are New York (59), Massachusetts (35), California (30), Michigan (16), Illinois (14), Minnesota (14), Maryland (13), Ohio (13), and Pennsylvania (10).

The permanency of nursery schools is indicated by the fact that two-thirds of the 117 schools reported in 1928 are included in the current list. This "two-thirds" has weathered the economic storm of the past few years.

Four general types

Grouping the nursery schools reported in 1936 under four general types of sponsoring organizations shows that 77 are used as laboratories in colleges and universities, 19 are sponsored by such philanthropic institutions as social settlements and day nurseries, 144 are tuition schools, and 11 are in publicly supported elementary and high schools—those in the high schools acting as laboratories for courses in family life and child care. The tuition schools have doubled in number since 1932, and there is a significant increase in the number of schools sponsored by philanthropic organizations. These increases may probably be explained by

Mary Dabney Davis, Senior Specialist in Nursery-Kindergarten-Primary Education, Gives Indications of the Permanency of Nursery Schools in the United States

the general growth in understanding of the purposes for which nursery schools are organized. There is a slight reduction in the number of public-school nursery schools since 1932 which doubtless is due to the emergency nursery school program. Among the colleges and universities sponsoring nursery schools there are 40 land-grant colleges and State and privately supported universities and colleges, 13 liberal-arts colleges for women, 18 teachers colleges, and 6 institutions at the junior college level.

The lower- and higher- age levels reported for children enrolled indicates a nursery-school age ranging from 2 to 5 years. Many of the schools reporting indicated that the nursery school, with its group of children 2 to 5 years of age, is the first unit in their program which, in some instances, includes kindergartens or kindergarten-primary grades and in other instances includes all elementary grades or extends through the high school. The length of school day for half of the schools ranges in length from a little more than 3 hours to 8 hours, including in the program the noon meal and afternoon supervised sleeping period. A third of the schools, however, have a 2- to 3-hour program, a few offer 12- and 24-hour care, and others offer optional enrollment for a half or full day.

Training of teachers

Comparing the professional preparation of directing teachers reported in 1936 with those for the schools listed in 1932 shows an increase in the number holding earned degrees higher than the bachelor's degree. A much larger proportion of these nursery-school teachers hold master's and doctor's degrees than were reported in the National Survey of the Education of Teachers for teachers in the elementary and high schools. This fact indicates the impor-

tance being placed upon highly trained teachers for nursery-school work. Figures showing the preparation of nursery-school teachers reported in 1932 and in 1936 and the comparison with the Survey figures for teachers in cities and towns of 2,500 population and more may be of interest:

School unit	Percent holding degrees		
	Bachelor's	Master's	Doctor's
Nursery school:			
1932	40.0	23.0	2.0
1936	30.5	36.5	4.5
Elementary	9.4	.6	.02
Junior high school	49.8	6.8	.1
Senior high school	69.6	15.1	.4

Emergency schools

The emergency nursery school program under the Works Progress Administration is starting its fourth year with approximately the same number of units, 1,913, as were reported in the 1934-35 survey. These units, organized in 47 States and the District of Columbia, are conducted for 5 days a week, usually between the hours of 8:30 or 9:00 a. m. and 3:00 or 3:30 p. m., and most of them continued through the summer. These schools are under the general direction of the State directors of emergency education who are the joint appointees of W. P. A. State administrators and State superintendents or commissioners of public instruction. Locally they operate under the immediate sponsorship of superintendents of public schools. Reports indicate that the nursery schools are being used frequently as demonstrations for high-school, teacher-preparation and parent-education classes. Through cooperation with the National Youth Admin-

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Vocational Summary



A. V. A. committee reports

VOCATIONAL agriculture received new impetus during the past year through a cooperative arrangement worked out between the Federal Office of Education and the committee on policy and program appointed by the vice president of the American Vocational Association representing agricultural education at the 1935 meeting of that organization. Policies formulated by this committee at a meeting held in the Office of Education last spring and recently issued in mimeograph form are to be used as a guide in building up a more complete and better coordinated program of vocational education in agriculture throughout the United States. The report of this committee, which was considered at the recent meeting of the American Vocational Association in San Antonio, deals with the following problems: (1) Continuing education of vocational agriculture teachers in service; (2) maintaining sound relationships in the administration of vocational agriculture programs; (3) maintaining desirable working relationships with adult farm and related organizations; (4) providing guidance and leadership for National, State, and local units of the Future Farmers of America and similar young farmers' organizations; (5) broadening the service of departments of vocational agriculture in the public schools by extending the program of adult education in vocational agriculture; (6) making systematic studies of problems in vocational agriculture; (7) broadening the services of the public school to out-of-school farm youth; (8) teaching present and prospective farmers techniques and helping them to develop wholesome attitudes toward cooperation; (9) providing for placement and advancement of men in agricultural occupations; and (10) providing adequate preparatory training for agricultural teachers.

A Prosperity Barometer

Returning prosperity seems to be reflected in the enrollment of 818 persons in evening machine trade classes, 409 in classes in blue print reading, mechanical drafting, and welding, and 76 in classes for appren-

tices, as reported by R. W. Kent, assistant director of the Essex County, N. J., vocational schools. In addition, Mr. Kent reports, there are 180 persons on the waiting list for these various types of classes who cannot be accommodated in the county schools. The tremendous increase in the evening class enrollment over that of last year and the year before, according to Mr. Kent, is taxing to the limit the capacity of the teaching equipment and the teaching staff of the vocational schools. Operated ordinarily 4 nights a week from 7:30 to 9:30 p. m., these classes are now held 5 nights a week from 6 to 10 p. m. and Saturdays from 8 to 12 a. m. Late afternoon classes for apprentices and special groups are open from 3:30 to 5:30, 4 to 6, and from 5 to 5:30 p. m. All of those enrolled are employed during the day in some occupation to which their instruction is supplemental. Enrollees are frequently sent by their employers or come because they see a chance through acquiring additional training to step up to a better job. Some are skilled mechanics who have been unemployed so long that they have lost some of their skills and cannot go back to their old jobs until they have had an opportunity to brush up and renew these skills. Day school classes in the machine trades are also badly overcrowded, Mr. Kent reports, and many applicants for these classes have had to be turned away.

Maps and agriculture

Attention has been called by James H. Pearson, of the agricultural education service, Office of Education, to the need for a map in every department of vocational agriculture, showing the location of individuals served by systematic instruction in the department and also the location of former students living in the community. "Without such a map", Mr. Pearson points out, "it is difficult for a teacher to plan for activities with the individuals enrolled in his classes." "Students of vocational agriculture, superintendents of schools, local school officials, and others interested", he says, "can get a bird's-eye view of the extent of the agricultural education program in a community by casual or detailed study

of such a map." He recommends that the map be attractive and large enough for practical use. The frame may be constructed by a mechanical drawing or farm-mechanics student. The base of the map may be of soft wood or composition material in which thumbtacks may be used. Eyelets for hanging the map and braces for setting it on a table are desirable. A map showing each farm in the community is preferable, but if such a one is not available, a good road map or other satisfactory map may be used. If a map has to be specially made, it should show the principal highways, particularly those with all-weather surfaces; community halls, rural schools, and other places for group meetings. It should include the school-patronage area and the trade territory of the town where the vocational agricultural department is located. Good maps are usually available at the office of the State highway department, department of public instruction, county surveyor, county superintendent of schools, and gasoline and oil stations. The map may be pasted on the foundation and covered with a thin coat of clear shellac for protection. Celluloid-top tacks may be used in marking map features. Entries of locations of farms of students may be made by the students themselves either in or out of class period. Such a map, it is pointed out, may be used in planning supervisory visits to farms of students; making farm project tours; locating feed, livestock, and seed; organizing part-time and evening classes; acquainting students with their classmates; following up former students; organizing and carrying out Future Farmers of America activities; informing the public of the extent of the program in talks at civic clubs, parent-teacher, and other meetings; helping teachers to locate students enrolled at present or in previous years, and showing State officials the extent of the program.

60 persons, 23 enterprises

An indication of the wide variety of business enterprises in which disabled persons who have been vocationally rehabilitated are placed from time to time is revealed in a study recently made by the Buffalo division of the New York State Rehabilitation Service. This study

which covers a period of 22 months, from July 1, 1934, to May 1, 1936, shows that 60 persons were vocationally rehabilitated and placed in 23 different types of business enterprises. These enterprises include poultry farming; general and dairy farming; roadside vegetable and fruit stands; grocery, delicatessen, and similar stores; meat markets; restaurants and beer taverns; auto repair, gasoline station and garage, auto parking, auto sales and service, and auto freight and hauling businesses; radio service work; building, painting, and roof contract work; barber shops; shoe repairing shops, watch repairing shops, foot correction establishments; and such other vocations as photography, piano teaching, and law and medicine. Formal training was provided in 38 of these cases and in four additional cases maintenance was provided for specific purposes in assisting these rehabilitants in establishing themselves in business. Under the New York State rehabilitation law it is possible to furnish this maintenance in the form of additional compensation from a special fund under certain circumstances at a rate not to exceed \$10 per week. In most cases this does not extend beyond a maximum period of 20 weeks. Training was provided for these persons in State agricultural schools; in vocational schools; in various forms of employment in business or industrial establishments; in colleges, State normal and commercial schools; in barber schools; in correspondence schools; and in photography establishments. The total cost of training in connection with the 42 cases for which training was necessary, was \$15,154.91, or an average cost per case of \$384.65.

One thing leads to another

So many instances of the practical value of home-project work undertaken by students of home economics in the high schools of the country come to light from time to time that it is difficult to pick out one example which is more striking than another. An interesting project was recently reported by Miss Lillian Peek, director of homemaking education for the State of Texas. Students in a home-economics course in one school in that State were selecting their home projects. One girl took as her project the redecorating of the kitchen in her home. On visiting her home, the teacher discovered a rather attractive and convenient kitchen which did not need many changes. Casting about for a more practical project for this girl, the teacher discovered that none of the foods grown in the family garden were being canned or preserved. The reasons given

by the mother were that they had or could secure fresh vegetables and fruits the year round; that canning equipment was expensive; that there was little or no saving in canning; and that she had no room to store canned goods. Having persuaded the mother to allow her daughter to take canning and storing of foods for her project, the teacher helped the two of them to work out a seasonal plan for canning the garden products already planted. Careful accounts were kept of all expenditures for canning. The girl's father and brother were led to take an interest in the project, and after figuring with the teacher, built a storage cellar under the back porch. Mother, daughter, and teacher planned the size and arrangement of shelves. Careful figuring of final accounts covering the project showed that enough had been saved to pay for the building materials used in constructing the storage cellar. The whole family now saw the necessity for continuing the canning project. Plans for the past season called for the canning of enough garden vegetables and fruits to supply well-balanced meals through the winter and working out improved methods for keeping family food accounts.

Challenging statistics

More than 73 percent of the young people seeking jobs through the public employment offices in Connecticut during the period of a year were untrained for any skilled occupation and more than 40 percent lacked training for any kind of work. This information is taken from the report of a recent study of 43,000 young persons who sought employment through the State employment service during the period November 1, 1933, to November 1, 1934. The analysis of the employment registrations, according to the report, indicates a tendency at the present time for young people to remain in school for a somewhat longer period. The value of this additional schooling "due to its general nature and the fact that it is apparently chosen as an alternative to unemployment rather than preparation for a specific occupation" is, according to the report, doubtful. Calling attention to the necessity of establishing an extensive and adequate training program for the young people who will constitute our future labor supply, the report emphasizes that "the trade schools of the State are not in position to assume this responsibility, due to the small number of such institutions and the lack of funds to provide increased facilities in the present ones. Only 300 persons are

graduated each year by all the trade schools throughout the State, which have been unable to admit more than 900 boys and girls who have applied each year for the vocational training offered by these schools." In view of the situation outlined in the report it is concluded "that in the future the responsibility for such training must be invested in a public agency." The report calls further attention, also, to the fact that trade-school graduates in Connecticut have an advantage over the regular high-school students in seeking employment, because the trade schools have prepared them in the skilled trades in which there is now a demand for workers. "Preliminary figures from a recent study undertaken by the State Board of Education in Connecticut", the report declares, "show that since 1930 the Hartford Trade School had placed 86 percent of its graduates in their trades or in related trades within 3 months after graduation." Trade-school graduates, it was found, had been employed at their trade 47 percent of the time from their graduation to the date the Connecticut study was made.

Diaries and home practice

How to guide home economics students in selecting home practice projects that will be of real value to them is a problem many a homemaking teacher has found difficult to solve. Here is a plan adopted by one teacher, Miss Hildegard Baumgarten, instructor in the Malvern, Iowa, high school. First she had the students fill out a questionnaire which would enable her to get an idea of their various home backgrounds. Next she suggested that each one start a diary, recording in it just what she did during a day's time and how much time she devoted to each activity. The girls liked this idea, particularly as only two in the class had ever kept a diary. They keep records as to the time it takes them to dress in the morning, the kind of food they eat, the time they spend on school subjects, how they spend their noon hours, how they spend their time in the evening, whether or not they observe good health habits, and the kind of work they do in their homes.

After a student has kept the record for 3 weeks, Miss Baumgarten checks the diary with her, and through it suggests ways in which she may improve her daily living. Through this method, these girls are discovering items of their daily living on which they can improve and are selecting home projects which will focus attention on these items.

CHARLES M. ARTHUR

Nursery Schools in 1936

(Concluded from page 117)

istration many boys and girls are acting as aides in the emergency nursery schools, bringing to the program a fine enthusiasm and eagerness to learn. In turn, they

Helpful Publications

THE following related publications are available from the Superintendent of Documents, Government Printing Office, Washington, D. C.

Nursery Schools, Their Development and Current Practices in the United States. Bulletin 1932, No. 9. 15 cents.

Young Children in European Countries. Bulletin 1936, No. 2. 15 cents.

Legislation Concerning Early Childhood Education. Pamphlet No. 62, 1935. 5 cents.

Educational Activities for the Young Child in the Home. Pamphlet No. 51, 1934. 5 cents.

Education of Young Children Through Celebrating Their Successes. City School Leaflet No. 26, 1927. 5 cents.

The following publications are obtainable free from the Office of Education, Washington, D. C.

Good Reference Series No. 5. Nursery Education. Free.

Good Reference Series No. 45. Child Development. Free.

A Syllabus in Nursery School Education, for teachers colleges and universities, (mimeographed).

Child Development and Nursery School Education, A syllabus for a course for school administrators and supervisors (mimeographed).

Related publications available from the Emergency Education Office of the Works Progress Administration, 1340 G Street NW., Washington, D. C.

Emergency Nursery Schools During the First Year, 1933-34. 25 cents.

Emergency Nursery Schools During the Second Year, 1934-35. 50 cents.

Suggestion for Building Courses in Nursery Education, Bulletin No. 3, 1936. (A syllabus for the preparation of teachers.) 50 cents.

receive instruction in the care and education of young children and an introduction to a possible future vocation. Practically all the States have appointed supervisors for the emergency nursery schools and cooperation and support continues to be given the schools by educational, welfare, and health agencies. Approximately 75,000 children between the ages of 2 and 5 have been enrolled each year since the program started in the fall of 1933.

School Books

(Concluded from page 101)

second readers were printed in 1836 and 1837, and with the other four volumes in the series were probably the most popular of all readers for 70 years or more. Since the reprints were made in 1930, by Henry Ford, many libraries now possess that entire series, but the originals are still difficult to secure. The earliest date in this library for a McGuffey reader is 1853, McGuffey's *Newly Revised Eclectic Fourth Reader*; it is in a dingy cloth binding; on the title page we are told in a penciled command to "Look on the page 57"; we did so, and found there "You are a fool for looking." Practical jokers existed in McGuffey reader days. Leafing through some of the McGuffey readers we found several precious bits of poetry and prose that would not be found in readers today: "Mary Had a Little Lamb", "Twinkle, Twinkle, Little Star"; and

Birds in their little nests agree,
And 'tis a shameful sight,
When children of one family
Fall out, and chide, and fight.

Also the quaint and old-fashioned lines:

I like to see a little dog,
And pat him on the head;
So prettily he wags his tail
Whenever he is fed.

If these old textbooks interest you, we hope that you will visit the Office of Education library, where more than 200,000 volumes serve in the many fields of educational endeavor.

If you want to subscribe for

SCHOOL LIFE,

Official organ of the Office of Education, write the Superintendent of Documents, Government Printing Office, Washington, D. C., enclosing one dollar for one year

Colleges and CCC Camp Education

(Concluded from page 106)

universities are lending to camp advisers visual instruction equipment, such as projectors, films, and slides. Two schools permit enrollees to use their forestry and museum exhibits.

Training advisers

College authorities have been of particular service in helping to train educational advisers for the job which faces them in camp. Over 50 institutions have assisted corps area and district advisers in conducting training conferences, in preparing special materials for camp use, and in carrying on research studies of CCC education and ways to improve it.

H. G. Pyle, of the extension division of Pennsylvania State College, reports: "I dare say we were one of the first institutions to invite advisers from surrounding camps here for a conference as to how we could be of assistance in their work. As an outgrowth of that meeting, we appointed an individual on our faculty to act as a coordinator—a 'go between' agent who would assist educational advisers applying to the college for advice and assistance."

With a continuation of this sincere interest in CCC education on the part of college authorities, we should be able to do a much better job of rehabilitating the 350,000 young men of the corps.

Correspondence courses

Forty universities are now making correspondence courses available to camp members at a low rate of charge. Most of these courses have been specially prepared to fit the needs of CCC men. The Universities of Nebraska and North Dakota, in particular, have spent much time and effort in the preparation of correspondence-course materials for this purpose.

2,000 regularly

Dr. John C. West, president of the University of North Dakota, writes: "You will be interested in our CCC correspondence courses. We offer a wide variety, from Diesel engines to watch-making on one hand to the academic subjects of high school and university on the other. We have about 2,000 boys regularly enrolled from 17 States."

Many similar letters are constantly coming in to the CCC Camp Education Office. They speak most encouragingly for the educational work among the enrollees.

Educational Pioneering in Alaska

(Concluded from page 104)

Medical service

Commissioner Harris, in 1896, began a determined effort which continued over a period of years to secure a special appropriation for free medical service to the natives. While his hope was not realized until 1915, in 1930 when the work was transferred to the Office of Indian Affairs such a service was well established, including not alone school and village nurses, but hospitals, staffed with physicians and nurses, arrangements for part-time service on the part of a number of local physicians and a medical boat serving the natives along the Yukon and Tanana Rivers.

The reindeer industry, established at the expense of severe hardships, and with unusual courage and devotion by Government officials and without Government appropriations during the first few years, cooperative stores, fish canneries, and the like, were other means of assisting natives to economic independence, sponsored by teachers and Bureau officials. These steps were all in harmony with the objectives for education in Alaska stated in the early reports of the Commissioners of Education.

So the foundations of the school system as it is today were laid early in its history. Representative schools for natives show the results of long-continued efforts toward the realization of the objectives set up almost from the initiation of the system. Typical schools are, as always, day schools, located in the heart of the native village. The present site includes a school building proper, the teacher's cottage or quarters in the school building, a home for the physician or nurse depending on the size of the community, and in strategic centers a small hospital. Every school is a medical center. If no physician or nurse is in residence, the teacher dispenses such medical aid as is possible, generally including simple remedies, first-aid material and services, and acts as health and sanitation adviser when necessity dictates, a service often of great importance in Alaska. Schools are centers of economic, social, and recreational life, not for children only—for the community. Carpentry shops are maintained extensively in connection with schools; as are boat building and repairing shops along the rivers where motor boats are the chief means of transportation. Improved homemaking and homekeeping and child care are among the objectives of the village schools, following policies inaugurated when the



A child in native costume

schools were established, namely, that school work should be based on the practical needs of life under the conditions existing in Alaska, always directed toward gradual adjustments of the native people to the inevitably increasing contacts with white civilization.

Now in Press

PUBLIC Education in Alaska, Bulletin 1936, No. 12, by Katherine M. Cook, Chief, Special Problems Division, United States Office of Education, is now in press and will be ready for distribution early in 1937.

Schools widely distributed throughout the territory were visited by railroad, plane, and boat. Upon personal observation and the early reports of the Bureau of Education, is based an account of the establishment and development of schools in a unique situation.

If this article, Educational Pioneering in Alaska, has interested you, you will also want to read the bulletin by the same author.

—Editor.

Sesquicentennial

(Concluded from page 110)

in the period of the formation of the National Government.

Those who do not have the privilege of visiting Washington and seeing the original parchment of the Constitution may have the opportunity of seeing a replica of the document. It is the plan of the Commission to distribute facsimiles to schools and libraries that have proper shrines for the display. In the construction of these shrines the students of industrial classes may play a contributing role.

Another general activity of interest to students will be the issuance of a series of Constitution Sesquicentennial stamps.

The many features planned for this historical commemoration should reach into all educational fields. To bring to the student a desire to participate in activities having the study of the Constitution as its foundation will be an opportunity to teachers. To reflect upon the Constitution, its formation and use will be the privilege of the adult. The Constitution Sesquicentennial Commission aims to keep the educational program foremost in this Nation-wide observance and seeks the cooperation of every teacher and student.

★ As We go to Press

THE annual meeting of the National Council of State Superintendents and Commissioners of Education with the United States Office of Education, is in session December 7 to 10, in Chattanooga, Tenn.

Superintendent Vierling Kersey of California, president of the Council and Dr. J. W. Studebaker, United States Commissioner of Education, are in charge of the various sessions. Among features included in the program are a panel discussion on the Educational Program of the Tennessee Valley Authority; and a Forum on Forums, participated in by leaders in these fields.

Reports are to be given on the School Unit Project of the Office of Education; on State Problems in School Unit Reorganization; on Records and Reports; and on Policies and Procedures in Vocational Education.

The executive committee of the council includes, besides President Kersey, Sidney B. Hall, vice president; F. L. Bailey, secretary; Agnes Samuelson and Walter Cocking, members.

Those attending the annual meeting are guests on the concluding day, of the Tennessee Valley Authority.

Ten Commandments for Safe Driving

I Keep to right of center line of highway.

II Pass overtaken vehicles on left, but only after sounding horn and only when road ahead is so clear as to permit getting back to the right with a safe clearance and with a wide margin for safety.

III Under no circumstances attempt to pass an overtaken vehicle at an intersection, on a curve, or approaching the crown of a hill.

IV At intersections, be prepared to stop if vehicle on intersecting road is moving onto intersection and do not try to take the right-of-way.

V Keep far enough back of the vehicle ahead to allow a safe braking distance in the event that other vehicle makes a sudden stop. Except in emergency, do not stop so suddenly as to cause collision by following vehicle.

VI Signal before making a turn, and further insure safety by looking to see whether a vehicle is approaching from the rear. Wait before pulling out from the curb until making such observation.

VII Always keep both hands on steering wheel and eyes on the road ahead while driving. Look behind before backing.

VIII Stop before crossing all railroads, and after carefully looking in both directions and listening, proceed only if it is safe beyond any possible doubt and then proceed in low gear, gears not being shifted until all tracks have been cleared.

IX When stopping on highway, pull as far off hard surface as road conditions permit and, where the stop is prolonged, see that the rear of vehicle is adequately protected.

X Do not operate at excessive speed at any time. At curves, blind crossings, crests of hills, in fog, or wherever the view is curtailed, reduce speed so as to be able to stop within the distance of clear vision.

The above "Ten Commandments" adapted from a poster prepared and distributed by the National Association of Motor Bus Operators, are found in the current number of the Research Bulletin of the National Education Association. The Bulletin directs attention to some of the causes of pupil injury in school-bus transportation and suggests numerous safeguards and precautions which have proved effective in eliminating accidents. The publication is filled with valuable material.

Educational News



In Public Schools

A REPORT has been issued of the character-development program which has been followed for the past 12 years in the public schools of Birmingham, Ala. Beginning in 1923 a custom was inaugurated of selecting annually a character-development slogan around which the work of the year centered. The report describes the services that have benefited Birmingham's pupils as a result of the program and emphasizes the efforts made to create an atmosphere within the school in which character will normally and naturally develop to its fullest and highest possibility. The slogans have been *The Development of Character Through Health, Through Sportsmanship, Work, Beauty, Thrift, Courtesy, Love of Nature, Worthy Use of Leisure, Service, Wonder, Cooperation, and Self-Reliance.*

REPORTS OF 15 curriculum conferences held last summer in universities and teachers colleges are given in the October issue of the Curriculum Journal. These conferences were concerned with State and local curricula for elementary and secondary schools and included discussions of the psychology of learning, underlying principles of curriculum construction and revision, administrative problems of curriculum development, and the improvement of teaching. Representatives from State and city school systems and from research and instructional staffs of colleges and universities participated in leading the conferences.

THE STATE SUPERINTENDENT of Public Instruction of Nebraska announces the publication of a new elementary course of study. Much of the course is organized on units of work as they relate to the organization of instructional materials.

THE DETROIT, MICH., public schools have begun their radio broadcasts for 1936-37. During the past school year

more than 3,000 students participated in the radio presentations of the schools. In addition to this, several hundred students were given studio auditions. Our World Today, a program for fifth and sixth grade students, broadcast directly into classrooms, will emphasize materials not now available in the course of study and will bring together facts learned in different classes for interpretation and generalization.

THE NEW YORK STATE TEACHERS ASSOCIATION recently established a public information service. The functions of this service are (1) to provide a factual basis for the policies, programs, and activities of the New York State Teachers Association; (2) to render technical assistance to committees of the association engaged in research or fact finding; (3) to supply information requested by members and others; (4) to publicize certain significant facts on public education in New York State; (5) to cooperate with the State education department and others in conducting needed educational research.

WORKABLE MEANS of assisting school pupils and teachers in their daily routine of study and instruction in their various school projects are being developed in the Pasadena (Calif.) School Museum. The museum is temporarily located at Madison School, a project sponsored by the board of education and supported by the Works Progress Administration. The primary purpose of the museum project is to correlate the museum with classes in art, music, the drama, general sciences, English composition, and the like.

UNITS OF INSTRUCTION FROM THE PRIMARY GRADES is a recent addition to the curriculum material of the Fort Smith, Ark., schools. This mimeographed bulletin contains detailed outlines of curriculum units under titles of *A study of circus animals; Weather; Study of our immediate community life; Trees; Shelter and Cattle.* Each outline summarizes the purposes for the unit and the various steps in its development, including references to source materials for both teachers and children.

A STUDY OF FINANCIAL SUPPORT and Educational Opportunity in the One-Teacher School Districts of New York State, 1928-29 to 1934-35, is the title of a 118-page monograph published in August 1936, by the New York State Teachers Association. The report shows that one of the difficulties in the way of securing equality of educational opportunity for rural children is the unsatisfactory school district organization. A comprehensive program of district reorganization is recommended as the best plan for removing the inequalities. This program, the report points out, should provide for (1) a framework of local school government which will have the resources and leadership needed for effective local initiative, which will be in harmony with the major social and economic trends in both the State and the localities concerned, and which will be worked out in relation to the reorganization of other local governmental units; and (2) a complete foundation program of elementary and secondary education, which will insure equality of educational opportunity, which will be under expert administration and supervision, and which will be made available in an economical and efficient manner.

WALTER S. DEFFENBAUGH



In Colleges

FROM THE PACIFIC TO THE ATLANTIC reports of increased enrollments, often reaching new college records, have brought increasingly bright prospects for American universities and colleges. At Oregon State an all-time entrance record was made this fall, while an increase of over 500 students gives Syracuse University a new high, according to reports. Even the drought-stricken Middle West reports that registration has stood up well. Administrations report that the increased student bodies will permit expansion of facilities and restoration of salaries forced

down by the unfavorable conditions of the past half decade. An unprecedented increase in the enrollment of students in the college of engineering at the University of Texas this semester is reported. Of the 441 total increase in enrollment at the University, 289 were in the college of engineering, a gain of 27.8 percent over the previous year's enrollment. Men informed as to the industrial affairs of Texas credit this unusual increase in engineering enrollments to the oil development in the State and to other comparatively new branches of engineering. Refrigeration and air-conditioning are two branches of mechanical engineering which are opening to the qualified graduates broad fields of specialization.

Particular interest in agriculture is indicated by noteworthy increases in agricultural enrollments at the Stockbridge School of Agriculture, Massachusetts State College, and at the University of Arizona. According to figures made available by this latter institution, graduation from the University of Arizona College of Agriculture "pays in dollars and cents." A recent survey made by the registrar's office showed that no student graduated from the college of agriculture since 1921, is now unemployed. During the depression only 1.3 percent were unemployed.

ECONOMICS AT HARVARD. The notable increase of enrollment in the department of economics announced this year at Harvard continues; a tendency which has manifested itself in recent years both at Harvard and elsewhere. It no doubt reflects the widespread public interest in economic problems. Simultaneously with the announcement of this increase in the study of economics at Harvard the overseers' committee to visit the department of economics issued a report on the teaching of this subject.

HOBART AND WILLIAM SMITH COLLEGES (N. Y.) offer 4-year courses in responsible citizenship as a new requirement for the bachelor's degree at these colleges. The new course will come to a climax in the senior year when all students will concentrate on the study of the operation of American Government today. The requirement, effective with this year's freshman classes, is planned to prepare graduates for intelligent participation and active leadership in local affairs.

The new course will not increase the proportion of required courses nor diminish the free electives on any student's program. The citizenship requirement

replaces equivalent requirements heretofore pre-requisite to the bachelor's degree. Four courses taken each year will continue to be the traditional humanities and sciences. The fifth course will be in economics, and studies in these fields will be organized to constitute an ordered and progressive preparation for civic responsibility.

OREGON STATE COLLEGE and the Oregon State System of Higher Education were recipients recently of one of the fine private libraries in the State, on mining and geology. It belonged to the late Hiram Dryer McClaskey, well-known authority on the gold, silver, and quick-silver resources of the United States and the mineral and geological characteristics of the Philippine Islands. Consisting of nearly 3,000 volumes and pamphlets, the library includes many out-of-print bulletins of the United States Geological Survey as well as all of the transactions of the American Institute of Mining Engineers since the beginning of the organization in 1871. Other sections of the library consist of volumes on rose culture, floriculture, horticulture, general farming, fish and fishing, golf, military explosives and armament.

THE DEAN of the College of Arts and Science of Rutgers University declares in his annual report to the president that our American philosophy of "education for all" has brought youth of mediocre ability to our colleges and the gifted student has become "the forgotten man" of the college world.

To encourage the gifted student, the university council at Rutgers has this year authorized each faculty to provide through appropriate examinations means by which any gifted underclassman can demonstrate his proficiency in any part of the freshman-sophomore program and be credited immediately with the corresponding course.

In the laboratory sciences Rutgers has long since offered seniors opportunities for research under departmental direction. A similar opportunity is offered in economics. For this coming year a reading or tutorial course in history and political science has been authorized.

Acting under the new ruling of the university council the faculty of the college of arts and sciences has already taken a first step by authorizing the departments of English and modern foreign languages to offer proficiency examinations in several of their elementary courses.

AN INVESTIGATION at Allegheny College, Meadville, Pa., of the scholarship records of the 58 letter men wearing the block "A" of Allegheny discloses the fact that the scholarship average of the athletes is more than three points higher than the general average of the men students. In releasing the figures, the head of the department of physical education reported that four athletes of the past year had a scholastic average of 90 or better while 24 others had an average of 80 or higher. Seven of the 58 letter men failed to attain a scholastic average of 70 percent.

The head of the department of physical education reported that while Allegheny has a higher proportion of its students taking part in sports than any college in this section of the country, it offers no financial aid because of athletic ability.

CROWDED CONDITIONS and a curtailed budget at Ohio State University last year evidently had their effects upon scholarship, the annual report of fraternity scholastic records indicates.

The all-fraternity average for members of 40 social and 26 professional fraternities last year, as compiled by the registrar, was 2.376 out of a possible 4 points, as compared with 2.41 the previous year.

TWO AWARDS of \$50 each will be presented by the School of Public Affairs and Social Work at Wayne University to the two students who submit the best research papers on social, economic, and governmental problems within the next school year. The prize funds have been provided by the Detroit Bureau of Governmental Research.

Current demand for scientific study in these fields has stimulated the arranging of the contest. The studies are to be confined to the Detroit area, and the project is to reflect the policy of the school to give direct service to the metropolitan district. Judges will base their selections largely on the practical social value of the papers.

OFFICIALS OF THE EXTENSION SERVICES of the Pennsylvania State College report that more industrial executives have turned to the college this fall for assistance in training men for supervisory capacities than ever before in the history of the college. Such training programs are given by the Pennsylvania State College at the request and under the direction of local school boards and with the approval of the State department of

public instruction, and the chief of industrial and continuation education at Harrisburg, supervising the program for the State. Under plans projected for the first half of the current academic year, 1,700 supervisors in plants throughout the State will receive training in various divisions of industrial management. The courses will be given in the factory buildings and usually during working hours.

THE HOLY BIBLE is available in 10 different languages to readers at Pennsylvania State College. The collection of more than 225 Bibles, Testaments, Bible selections, psalters, and apocryphal books in the college library includes 41 copies of the Bible in the Chippewa, Dakota, French, German, Gothic, Greek, Hebrew, Spanish, Latin, and Italian languages, as well as many others, old and new, in English.

Those in the Chippewa and Dakota languages were printed early in the past century, apparently for the use of missionaries among the Indian tribes of the West.

The earliest English Bible in the collection is a small volume printed in 1607 in London by Robert Barker. All earlier volumes owned by the library have a Latin or Hebrew text. The oldest is in Latin and was printed at Lyons by Jacob Saeon in 1518 with wood-cut illustrations.

WALTER J. GREENLEAF



In Educational Research

HARRY S. HILL has made a careful study of the effect of bilingualism on intelligence test scores. There has been much said and much experimentation carried on regarding the effect of the "home" language on intelligence test scores and educational accomplishment. The results have not been convincing. This has been due in part, it is thought, to the many factors which may affect the problem. Hill's investigation is an attack on this problem. The method is recommended for use in further studies of this problem. The study is published in the September 1936, issue of the *Journal of Experimental Education*.

HARRY L. TATE in the *Elementary School Journal* of October 1936, has made

a report of an experimental evaluation of the project method in the second, fourth, and eighth grades. The project method would be called a near relation to the activity program which is now a much discussed procedure. Very little research has been carried on either in establishing the validity of activity units before they are used or in evaluating the results of schools following such programs. Wrightstone has made comparison between "progressive" schools versus "conventional" schools, but this comparison does not extend to the value of specific practices within classes. Gates investigated the "opportunistic" method of instruction against a regularly planned instruction. But these almost exhaust the list of research studies in this regard. The study by Tate and others like it are therefore to be welcomed. A needed field of research lies before the research worker who is closely allied to public schools which are not averse to experimentation. The results of the present investigation are in favor of regular class work as opposed to the project method. The author states that his conclusions should not be applied universally. In other words, further extensive experimentation is indicated.

ANOTHER ARTICLE on the influence of psychological factors in relation to reading is reported by Arthur I. Gates and Guy L. Bond in the September 1936 issue of the *Journal of Educational Psychology*. This study indicates that hand dominance, eye dominance, and visual acuity have little relation, individually or in combination, with achievement in reading, word pronunciation, reversal errors, or visual perception of various items. In the light of conflicting methods of diagnosing reading difficulties now being advanced in educational quarters, such studies as these are needed.

A THOROUGH STUDY OF THE FACTORS having to do with variations in teachers' marks has been made by Frances S. Sobel and published by the Bureau of Publications of Teachers College, Columbia University. The approach to the problem made in this study is unique and worth consideration. Dr. Sobel began with the assumption that if a child's marks in regular subjects were superior or inferior compared with his standing on objective tests in the same subjects one might suspect that the child was not adjusted normally to his school work. Groups of pupils representing the different contrasting conditions as between school marks and objective test results

in regular school subjects were first found. Then the differences between these groups on various measures of personal and school adjustment were ascertained and analyzed. Some important differences were found. By analyzing these differences the qualities which make up marks were discovered and many implications regarding the educational placement of children and adjustment were made. This study marks a definite step upward in our research concerning the meaning of marks and their relation to pupil adjustment.

THE UNIVERSITY OF BUFFALO STUDIES, vol. XIV, no. 1 (November 1936) reports on a study of the college aptitude of adult students made by Earl J. McGrath and Lewis A. Froman. This is the second study of the ability of adult or extension students which has been made. Herbert Sorenson made the first study a few years ago on the extension students of the University of Minnesota. The results indicate that these adult students are as well if not better prepared for college work as entering college freshmen. This fact does not mean that adults in general or adults of any age have the same aptitude as college freshmen. The average age of the adult or evening session students taking a general aptitude test at the University of Buffalo was about 29. The population is definitely selected. The study does show, however, that schools can attract evening school students who can attain at the same level as the younger regular day students.

The method used by Higgins was to have several supervisors observe identical teaching situations through the use of films depicting classroom instruction and practice in rating through using an outline which analyzed the teaching-learning act into seven factors.

AN IMPORTANT CONTRIBUTION to curriculum materials on science is the thesis by Herbert J. Arnold entitled "The Selection, Organization, and Evaluation of Localities Available for Unspecialized Field Work in Earth Science in the New York City Region." It describes for use of classes in science the significance of the various geological evidences available for study within 50 miles of New York City. The organization of the work may be used as a guide for a study of other localities. The study is published for the author who is stationed at Teachers College, Columbia University.

DAVID SEGEL



In Other Government Agencies

Indian Service

OF THE MORE THAN 80,000 young American Indians attending school, nearly 25,000 are enrolled in the 197 Federal schools located in 22 States; 8,000 attend mission schools; and approximately 48,000 attend public schools.

THE \$198,000 for the higher education of Indians made available this year under the Indian Reorganization Act is to be divided as follows: \$118,000 for vocational training loans; \$50,000 for college loans; \$15,000 set aside for Indian students who do not come under the Reorganization Act; and \$15,000 for outright grants to be used for tuition and fees in nonsectarian schools.

RUSSELL M. KELLEY, formerly of the Statistical Division, Office of Education, has been appointed Superintendent of Haskell Institute, succeeding Henry Roe Cloud, who is now assisting Indian Commissioner Collier in the Washington office.

HERE ARE A FEW NOTES from the diary of a new teacher at Stevens Village School, Alaska, who arrived on the last boat up the Yukon before the freeze-up:

"Sunday, September 29.—Made a blackboard by painting canvas with black paint. Decided that three tables could not accommodate 20 children, so built a long table for the older pupils.

"Monday, September 30.—Rang school bell for the first time at 8:30. Nineteen children appeared—10 girls and 9 boys, varying in age from 7 to 20. Only two had been to school before and these for only 1 year each."

Works Progress Administration

ACCORDING TO *Jobs*, the new 48-page illustrated booklet describing activities of the WPA to date, 6,201 schools were built or repaired; 5,722 parks and playgrounds were constructed or improved; 400,000 young people of high-school and college age were assisted in continuing their studies; clinic and nursing facilities were extended; books and public records were repaired. Copies may be had free from the Works Progress Administration, Washington, D. C.

ANOTHER PUBLICATION issued recently by the WPA under the title *Our Jobs with the WPA* answers questions asked most frequently by WPA workers.

Tennessee Valley Authority

GEORGE O. GILLINGHAM, Chief of the Division of Information and Public Relations, Tennessee Valley Authority, announces the availability of the following silent films in either 16-mm or 35-mm size: *Electricity on the Farm*—explaining electricity's many uses in rural areas; and *Norris Dam Construction*—showing how the Clinch River Dam was built.

No rental charge is made for the use of these films. The exhibitor, however, must pay express charges. For further information write TVA, Knoxville, Tenn.

MARGARET F. RYAN



In Other Countries

TO PROVIDE MEANS for wiping out adult illiteracy in the Province of Buenos Aires, Argentina, is the purpose of a bill now being considered by the legislature of the Province. By its terms, every inhabitant between the ages of 14 and 45 who cannot read or write must receive primary instruction in a school for adults, a private teaching establishment, or his or her own home. No factory, workshop, or commercial house shall employ a person who has not received the minimum education required by law. This provision becomes effective 2 years after the proposed bill is enacted into law and is applicable also to domestic servants. Employed illiterates must undergo instruction and pass an examination at an adult school every 3 months until they have reached the required proficiency.

The need for some such legislation in the Province is shown by the fact that in 1932 not more than one-third of 492,691 children between 5 and 13 years of age were attending school.

ARCHITECTS' PLANS have been prepared for the construction of a group of three buildings on the campus of the University of Habana, the total cost of which is estimated at approximately \$400,000. The buildings will be for a library, a school of medicine, and a school of pedagogy.

On Your Calendar

- AMERICAN ASSOCIATION OF TEACHERS OF FRENCH. Richmond, Va., Dec. 31.
- AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN. Richmond, Va., Dec. 29-31.
- AMERICAN ASSOCIATION OF TEACHERS OF SPANISH. Chapel Hill, N. C., Dec. 28.
- AMERICAN ASSOCIATION OF TECHNICAL HIGH SCHOOLS AND INSTITUTES. Syracuse, N. Y., Dec. 28-30.
- AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS. Richmond, Va., Dec. 28 and 29.
- AMERICAN ECONOMIC ASSOCIATION. Chicago, Ill., Dec. 28-30.
- AMERICAN NATURE STUDY SOCIETY. St. Louis, Mo., Dec. 28-Jan. 2.
- AMERICAN PHILOLOGICAL ASSOCIATION. Chicago, Ill., Dec. 28-30.
- AMERICAN POLITICAL SCIENCE ASSOCIATION. Chicago, Ill., Dec. 28-30.
- AMERICAN SOCIOLOGICAL SOCIETY. Chicago, Ill., Dec. 28-31.
- AMERICAN SPEECH CORRECTION ASSOCIATION. St. Louis, Mo., Dec. 29-31.
- ASSOCIATION OF AMERICAN GEOGRAPHERS. Syracuse, N. Y., Dec. 31-Jan. 2.
- COLLEGE PHYSICAL EDUCATION ASSOCIATION. New York, N. Y., Dec. 28 and 29.
- GEOLOGICAL SOCIETY OF AMERICA. Cincinnati, Ohio, Dec. 28-30.
- LINGUISTIC SOCIETY OF AMERICA. Chicago, Ill., Dec. 28-30.
- MODERN LANGUAGE ASSOCIATION OF AMERICA. Richmond and Williamsburg, Va., Dec. 29-31.
- MUSIC TEACHERS NATIONAL ASSOCIATION. Chicago, Ill., Dec. 28-30.
- NATIONAL ASSOCIATION OF TEACHERS OF SPEECH. St. Louis, Mo., Dec. 29-31.
- NATIONAL COLLEGE ATHLETIC ASSOCIATION. New York, N. Y., Dec. 28.
- NATIONAL CONFERENCE ON COLLEGE HYGIENE. Washington, D. C., Dec. 28-31.
- NATIONAL COUNCIL OF GEOGRAPHY TEACHERS. Syracuse, N. Y., Dec. 29-30.

Forum Demonstration Centers



ADULT civic education through public forum meetings will reach nearly 2,000,000 additional Americans in the near future in eight new public forum demonstration centers just selected and announced by the Office of Education, United States Department of the Interior.

Set up under local control, the new forum demonstration centers will be established at Stamford and nearby towns in Connecticut; Dayton and vicinity in Ohio; Seattle, Wash.; Atlanta and vicinity in Georgia; two counties with headquarters in Waco, Tex.; seven counties centering in Goldsboro, N. C.; Delaware County in Pennsylvania; Weber County, centering in Ogden, Utah and Milwaukee, Wis.

John W. Studebaker, United States Commissioner of Education and administrator of the public forum project directed by the Office of Education, states that the nine centers will begin operation about the 1st of February and will continue through June.

In addition to the new forum demonstration centers, 10 others are in operation in 10 States: Manchester and vicinity in New Hampshire; Schenectady, including Schenectady County, N. Y.; Morgantown, including Preston, Taylor, and Monongalia Counties, W. Va.; Chattanooga, including Hamilton County, Tenn.; Wichita and vicinity, Kansas; Minneapolis and vicinity, Minnesota; Colorado Springs, including Pueblo, Otero, and Las Animas Counties, Colo.; Santa Ana, including Orange County, Calif.; Little Rock, including Pulaski County, Ark.; and Portland and vicinity, Oregon. Programs in these communities will continue until about February 1 and later in some instances.

Local authority

Policies and plans for the operation of all public forum demonstration centers are determined by local school boards with the advice of citizens' committees, Dr. Studebaker pointed out today. City and county superintendents of schools act as administrators for the local projects, serving without compensation. Selection of forum leaders, employment of relief workers, determination of discussion subjects and general program poli-

cies are exclusively in the hands of local authorities.

Neighborhood meetings will be held each week before rural and urban audiences in Stamford, Norwalk, Greenwich, Darien, and New Canaan in Connecticut. The Texas program, covering McLennan and Falls Counties, will include weekly meetings in Waco, Marlin, Lott, Denny, West, McGregor, Eddy, Mort, and Riesel, Tex. In North Carolina the program covers Lenoir, Greene, Pitt, Wake, Wilson, Johnson, and Wayne Counties and will include weekly meetings in Goldsboro, La Grange, Greenville, Wilson, Benson, Smithfield, Raleigh, Clayton, and Mount Olive. Media, Ardmore, and smaller communities will be served in Delaware County, Pa., Dayton and vicinity in Ohio, Atlanta and surrounding communities in Georgia, and Seattle and nearby communities in Washington.

Thirty-one forum leaders, selected by local authorities and serving full time or part time, will lecture and lead discussion of vital social, political, and economic subjects selected by the people themselves to be discussed at these meetings. According to the plan outlined for the new centers, a resident forum leader will be provided for from 50,000 to 85,000 people of the gross population covered by the program. Each leader will be responsible for five or six meetings each week. This plan, Commissioner Studebaker says, will enable the scheduling of about 15 forum meetings per week in as many parts of the community, both rural and urban, in a center with a population of approximately 150,000 persons.

Continuation and expansion of the forum programs are made possible through an allocation of \$330,000 to the Office of Education. The adult civic education program is brought about through the reallocation of these emergency funds to be transmitted by the Office of Education to superintendents of schools who will administer the programs in the communities selected under the general direction of their boards of education.

"Ninety percent of the personnel employed in the development of this program", Commissioner Studebaker points out, "will be drawn from relief rolls and

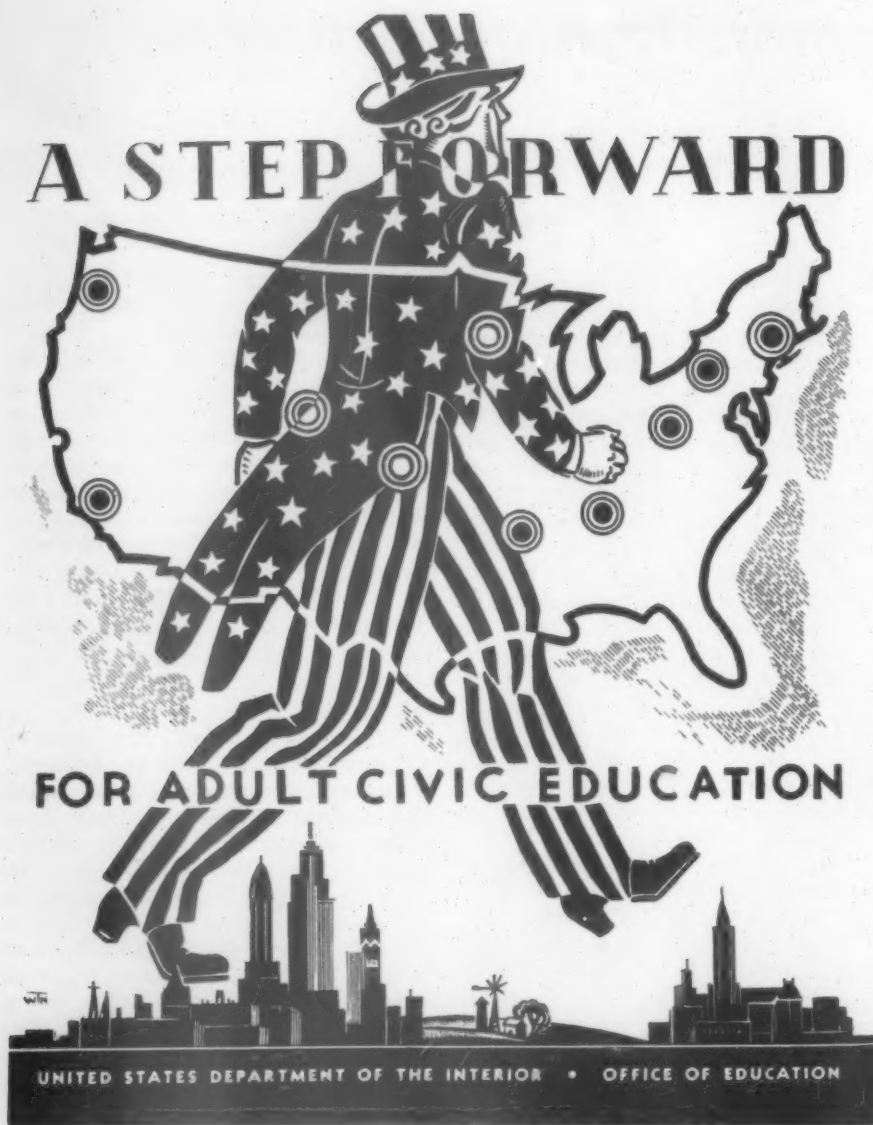
paid security wages. Skilled, technical, and professional workers drawn from these rolls will assist in the forum projects as artists preparing graphs, visual materials, and poster announcements; as research assistants to the leaders; as assistants to community librarians in the distribution of books and pamphlets; as recorders in developing a complete analysis of the program as it unfolds, and in many other capacities such as clerks, typists, and writers.

Primary object

"These people will be selected by the local authorities in charge of the community programs. The whole course of the program, in fact, is determined by those whom it serves. The primary object of the public forum project is not the operation of programs of discussion that may result in widespread immediate diffusion of civic enlightenment. Such a result requires a long-term program. In order to be effective in the interest of sustaining popular self-government, such a program must be Nation-wide, and fostered by the vast majority of school systems. The ten demonstration centers now in operation, and likewise the new centers, seek to point the way to provide a record of experience, and to suggest successful patterns of organization for the benefit of community leaders in all parts of the United States.

"The records, reports, and experiences gained in these centers will be made available by the Office of Education to all persons interested in the promotion of adult civic education through the establishment of similar open forums and discussion groups in their own communities.

"The Office of Education seeks to contribute to this growing movement for adult civic education by serving as a research organization, by acting as a clearing house in promoting the exchange of successful experiences in improving existing forums under various auspices, by serving as an instrument for extending the organization of public affairs forums throughout the country, and by acting as fiscal agency in actually sponsoring community-wide public forum organizations through the established agencies of education."



Three Publications

"A Step Forward for Adult Civic Education"

TELLS the national public-forum story of how citizens are taking a more active interest in social, economic, and political issues, the subjects being discussed and brief biographies of these discussion leaders are contained, together with future steps to be taken in this field of educational pioneering.

Write the Office of Education for a copy of this publication.

"Safeguarding Democracy Through Adult Civic Education"

A BOOKLET presenting several of the Commissioner's public addresses and articles. Useful to teachers and civic leaders seeking a clear-cut definition and defense of academic freedom and of adult civic education.

Price 5 cents—Superintendent of Documents, Washington, D. C.

"Education for Democracy" Public Affairs Forums

A HANDBOOK for forum leaders and managers. Presents factual material on Des Moines and other forums—contains bibliography on forums and public discussion.

Price 10 cents—Superintendent of Documents, Washington, D. C.

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